

A CONTRASTING CONVERSATIONS APPROACH (CCA)  
TO CLASSROOM OBSERVATION  
FOR ENHANCING TEACHER DEVELOPMENT

A THESIS PRESENTED BY

SERAP DÖNER

TO THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF ARTS  
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

BILKENT UNIVERSITY

AUGUST 1997

THESIS  
PE  
1066  
.D66  
1997  
1997

A CONTRASTING CONVERSATIONS APPROACH (CCA)  
TO CLASSROOM OBSERVATION  
FOR ENHANCING TEACHER DEVELOPMENT

A THESIS PRESENTED BY

SERAP DÖNER

TO THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER OF ARTS

IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

*Serap Döner.*

---

*Serap Döner*

BILKENT UNIVERSITY

AUGUST, 1997

PE

1066

1066

1997

B. 038311



## ABSTRACT

Title	A Contrasting Conversations Approach (CCA) to Classroom Observation for Enhancing Teacher Development
Author	Serap Döner
Thesis Chairperson :	Dr. Theodore S. Rodgers Bilkent University, MA TEFL Program
Committee Members :	Dr. Tej B. Shresta Dr. Bena Gül Peker Bilkent University, MA TEFL Program

Developing teachers' teaching performance in class has long been a major issue in the field of English language teaching. One of the primary ways to obtain information about a teacher's in-class teaching, is to observe that teacher during instruction. It is believed that such classroom observations could lead to teacher development.

This descriptive study was designed primarily to investigate whether teacher development could be enhanced by making use of 'contrasting conversations' during the pre-and post-observation stages of an observational process. 'Contrasting conversations' (CCs) are used to refer to conversations conducted between the observer and observee and within which both participants are regarded as equal in terms of criticizing and decision making in order to assist observees in generating alternatives to their observed classroom practices.

The purpose of this study is to apply a new classroom observation approach called 'Contrasting Conversations Approach' (CCA) in which 'contrasting conversations' in the pre-and post-observation conferences of the observational process are conducted and thereby to provide observees with useful insights to support their own professional development.

This study considered the following research questions:

- 1) Can the 'Contrasting Conversations Approach' (CCA) help to identify teachers' specific classroom performances?
- 2) Is the 'Contrasting Conversations Approach' (CCA) helpful for enhancing teachers' development in terms of specific classroom performances?
- 3) What are the expectations and opinions of the observed teachers before, during and after the CCA phases?

The subjects in this study were five teachers with minimum teaching and no observational experience working at YADIM (the Preparatory School of English at Çukurova University, in Adana). All five subjects took part in a three step observation process (pre-observation conference, observation, post-observation conference) called CCA, during the process of which the expectations and opinions of the subjects were elicited.

Data gathered through interviews were analyzed qualitatively on the basis of recurring themes, whereas questionnaire data were analyzed both, qualitatively and quantitatively. Both data were then displayed in tables.

The findings of the study indicate that anticipation of traditional observation techniques frightens observees and leads to a negative attitude towards being observed, whereas CCA applied in this study made observees feel comfortable and get them accustomed to first interpret observational data then to work in cooperation with the observer.

The findings suggest that CCA could be applied at YADIM. This could give inexperienced teachers the opportunity to develop professionally by means of the insights gained in 'contrasting conversations' between themselves and observers of their classes trained in the proposed procedures.

BILKENT UNIVERSITY  
INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES  
MA THESIS EXAMINATION RESULT FORM

AUGUST 1, 1997

The examining committee appointed by the Institute of Economics and Social

Sciences for the thesis examination of the MA TEFL student

Serap Döner

has read the thesis of the student.

The committee has decided that the thesis of the student is satisfactory.

Thesis Title : A Contrasting Conversations Approach (CCA)  
To Classroom Observation  
For Enhancing Teacher Development

Thesis Advisor Dr. Bena Gül Peker  
Bilkent University, MA TEFL Program

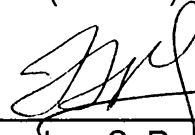
Committee Members: Dr. Theodore S. Rodgers  
Bilkent University, MA TEFL Program

Dr. Tej B. Shresta  
Bilkent University, MA TEFL Program

We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.



Bena Gül Peker  
(Advisor)

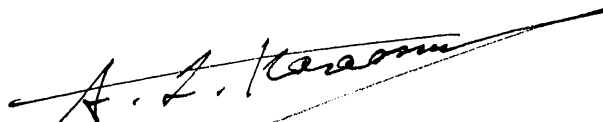


Theodore S. Rodgers  
(Committee Member)



Tej B. Shresta  
(Committee Member)

Approved for the  
Institute of Economics and Social Sciences



Ali Karaosmanoglu  
Director  
Institute of Economics and Social Sciences



## ACKNOWLEDGEMENTS

First of all, I would like to state that I have had the good fortune of meeting Dr. John F. Fanselow during his visit in Ankara in June and to discuss 'contrasting conversations', which is one major aspect of this research study. I am deeply indebted to his comments made on my thesis and would like to express my gratitude for his help in clarifying some points.

I would also like to express my deepest thankfulness to my thesis advisor, Dr. Bena Gül Peker, for her invaluable guidance and support in every phase of this study.

I am also indebted to Ms. Teresa Wise for her nice presence and motivating attitude throughout the whole year, without whom most of us would have had a more difficult time in writing our theses.

I would also like to express my appreciation to Prof. Theodore S. Rodgers and Dr. Tej B. Shresta for their contributions and assistance in writing this thesis.

Additionally, I would like to thank Prof. Dr. Özden Ekmekçi, the chairperson of YADIM, who gave me permission both to attend the MA TEFL program and to conduct this research at YADIM.

I am grateful to my MA TEFL colleagues, Nilgün, Samer, Zeynep and in particular my roommate Nafiye, for their moral support throughout the program.

Many thanks to my colleagues at YADIM, who cheerfully agreed to participate in this research. Special thanks to my dear old friend Gülin, who besides her participation as a subject in this study, never stopped supporting me.

My thanks are also due to Bora who was always there to fix my word processor.

I am deeply indebted to my parents and sisters for their warm-hearted encouragement and support throughout the program. Special thanks go to Erkut, my nephew, whose letters I was looking forward to the whole year.

Finally, I would like to extend my greatest thanks to my fiance Yiğit, for his never ending understanding, patience, and help in the final stages of this thesis.

To my mother

## TABLE OF CONTENTS

LIST OF TABLES		xiii
LIST OF FIGURES		xiv
CHAPTER 1	INTRODUCTION.....	1
	Background of the Study.....	4
	Statement of the Problem.....	6
	Purpose of the Study.....	7
	Significance of the Study.....	8
	Research Questions.....	9
CHAPTER 2	LITERATURE REVIEW.....	10
	Teacher Development.....	11
	Early Approaches in Classroom Observation.....	13
	Flanders Interaction Analysis Categories (FIAC).....	14
	Current Approaches to Classroom Observation...	16
	Characteristics of Classroom Observations.....	18
	Purposes of Classroom Observations.....	18
	Limitations of Classroom Observations.....	20
	Models of Developmental Classroom Observations.....	22
	The Communication Orientation of Language Teaching (COLT).....	24
	Foci on Communication Used in Settings (FOCUS).....	25
	Clinical Supervision.....	27
	Observation Techniques Used in the Study...	34
	Approach of the Study (CCA).....	37
	Research Studies on Classroom Observations in Language Teaching Settings.....	41
	Teacher Talk in Second Language Classrooms.....	41
	Teacher Movements in Second Language Classrooms.....	42
CHAPTER 3	METHODOLOGY.....	44
	Subjects.....	45
	Instruments.....	45
	Procedure.....	50
	Steps Followed in the Pre-observation Conference.....	50
	Classroom Observation.....	52
	Steps Followed in the Post-observation Conference.....	53
	Data Analysis.....	55

CHAPTER 4	DATA ANALYSIS.....	56
	Overview of the Findings.....	56
	Pre-observation Conference.....	56
	Post-observation Conference.....	57
	Overview of Analytical Procedures.....	62
	Analysis of Questionnaire.....	62
	Results of the Study.....	63
	Preferred Teacher Development Sources.....	63
	Teacher Self-awareness of own Teaching.....	66
	Feelings and Opinions about ‘being observed in class.....	67
	Inhibiting Factors for going through Classroom Observations.....	69
	Main Focus in Observing Teachers.....	70
	Opinions about Classroom Observations within Teacher Training Programs.....	71
	Ideas about how Classroom Observations might be conducted.....	73
	Analysis of Interview Responses.....	74
	Feelings about the Process of CCA.....	75
	Ideas about CCs.....	76
	Opinions about CCA being helpful to see one’s own Weakness.....	77
	Opinions on whether CCA fosters Teacher Development.....	78
	Opinions on whether CCA should be applied throughout a Teacher’s Teaching Career.....	79
CHAPTER 5	CONCLUSION.....	80
	Overview of the Study.....	80
	Summary of Questionnaire Findings.....	82
	Preferred Teacher Development Sources.....	82
	Teacher Self-awareness of own Teaching.....	84
	Feelings and Opinions about ‘being observed in class.....	85
	Inhibiting Factors for going through Classroom Observations.....	85
	Main Focus in Observing Teachers.....	86
	Opinions about Classroom Observations within Teacher Training Programs.....	87
	Ideas about how Classroom Observations might be conducted.....	87
	Summary of Interview Findings.....	88
	Feelings throughout the Process of CCA...	89
	Ideas about CCs.....	90

Opinions about CCA being helpful to see one's own Weakness.....	90
Opinions on whether CCA fosters Teacher Development.....	91
Opinions on whether CCA should be applied throughout a Teacher's Teaching Career.....	92
Discussion of Findings and Conclusions.....	93
Limitations of the Study.....	100
Implications for Further Research.....	100
Pedagogical Implications.....	101
REFERENCES	103
APPENDICES	107
Appendix A: Observation Techniques Used in the Study...	107
Appendix B: Interview Questions.....	115
Appendix C: Questionnaire.....	116
Appendix D: Subjects' Responses to Questionnaire Questions 8, 11 and 12.....	121
Appendix E: Interview with Subject A.....	123
Appendix F: Interview with Subject B.....	124
Appendix G: Interview with Subject C.....	125
Appendix H: Interview with Subject D.....	126
Appendix I: Interview with Subject E.....	127
Appendix J: Observation Transcript of Subject A.....	129
Appendix K: Observation Transcript of Subject B.....	131
Appendix L: Observation Transcript of Subject C.....	134
Appendix M: Observation Transcript of Subject D.....	135
Appendix N: Observation Transcript of Subject E.....	136
Appendix O: Example of Pre-observation Conference .....	137
Appendix P: Example of Post-observation Conference.....	140



## LIST OF TABLES

<u>TABLE</u>	<u>PAGE</u>
1 Differences of Usual and Contrasting Conversations.....	39
2 Question Types, Number of Types and Total Number of Questions on Questionnaire.....	46
3 Observation Technique, Topic, Date and Time of Observation of each Subject.....	52
4 Questionnaire Categories of Questions in Questionnaire.....	59
5 Report of Teaching Performance of each Subject.....	60
6 Demographic Information.....	62
7 Source of Help in Solving ELT Problems.....	63
8 Strategies for ELT Development.....	64
9 Preference of Sources leading to ELT Development.....	65
10 Awareness of Various Classroom Performance Features.....	66
11 Preconceived Notions expressed after the Pre-observation Conference about the anticipation 'being observed in class'....	67
12 Reasons for not wanting to be observed in class.....	69
13 Ranking of Items Concerning 'Observing Teachers'.....	70
14 Opinions about Classroom Observations within Teacher Training Programs.....	72
15 Opinions about how a Classroom Observation might be conducted.....	73
16 Feelings throughout the Process of CCA.....	75
17 Ideas about CCs.....	76
18 Opinions about CCA being helpful to see one's own Weakness	77
19 Opinions on whether CCA fosters Teacher Development.....	78
20 Opinions on whether CCA should be applied throughout a Teacher's Teaching Career.....	79

## LIST OF FIGURES

<u>FIGURE</u>	<u>PAGE</u>
1 Process for Teacher Development (McNergney & Carrier, 1981).....	31
2 Three Phases of the Clinical Supervision Cycle (Acheson & Gall, 1980).....	33

## CHAPTER 1 INTRODUCTION

The history of language teaching is characterized by change, which is often expected to occur in the way teachers teach and the methods being used. Such change, in turn is expected to help students learn a foreign language better. If we accept change as “a transformation or modification in the state or condition of a thing” (Random House Webster’s College Dictionary, 1992), it seems then that teachers have to change in order to adapt themselves to the demands of any education system. However, change as Freeman (1989) notes does not necessarily mean doing something differently; it can mean a change in awareness. He elaborates on this idea by saying that change is not necessarily immediate or complete because some changes occur over time, with a collaborator serving only to initiate the process. This implies that some changes are directly accessible whereas others are not.

We are indeed experiencing a “period of unprecedented change and the process of teacher development is at the core of this ‘process of change’ ” (Dean, 1991, p. 37). The implication of change for teacher development is that teachers need to develop in their classroom teaching if the learners are to achieve their potential. In fact, McNergney and Carrier (1981) note that teacher change in personal and instructional behaviors is crucial if teachers are to become responsive to students and to fulfill their

own aspirations. Similarly Fanselow (1988) argues that “each of us needs to construct, reconstruct, and revise our own teaching” (1988, p. 116).

Hence, teacher development is considered very important in order to keep up with changes in language teaching (Freeman, 1982; Finocchiaro, 1988; Lange, 1990).

Teacher development in English Language Teaching (ELT) in Turkey, is mostly assumed by teacher training courses, whereas Freeman (1989) emphasized that “training and development are two basic educating strategies that share the same purpose: achieving change in what the teacher does and why” (p. 41).

Does change also play a role in the process of teacher training?

The answer to this question is not clear, yet given the discussion on training and development different concepts were put forth by many educators. The distinction of the two terms is noted by Freeman (1982) for example, as follows: ‘training deals with building specific teaching skills whereas development focuses on the individual teacher’ (p. 21).

Moreover, Freeman (1982) states “training assumes teaching as a finite skill which can be acquired and mastered but development assumes teaching as a constantly evolving process of growth and change” (p. 21)

Within teacher training courses, classroom observations have been generally used for the evaluation of the teacher’s professional competence. “In our supervisor preparation we establish a definite procedure for observation-evaluation-counseling-training” (Richards & Nunan, 1990,

p. 177). According to Richards and Nunan (1990) it seems that observations are most frequently used for evaluation and that these evaluation judgments are then used for counseling and training with or without the observee's consent. "Classroom observations generally form a part of any teacher training program, whether initial training or in-service training" (Williams, 1989, p. 85). "Observation is a fundamental tool in in-service work with teachers" (Freeman, 1982, p. 21). Hence, because of the given aim of using observations in teacher training courses, it is apparent why educators and researchers regard observations as an essential part of the teacher training process. In addition, according to Wajnryb (1992), classroom observations of teachers can provide stimuli and ideas for ways of exploring teachers' own teaching by having their teaching observed for the purpose of continued learning and exploration. It can thus be argued that the observation can be a stimulus for teacher development.

This study focuses on classroom observations as a means for teacher development and seeks to illustrate that classroom observations including 'contrasting conversations' in conjunction with three phases of observations may enhance teachers' development in terms of specific classroom performances. A 'Contrasting Conversations Approach' (CCA) in which 'Contrasting Conversations' (CCs) take place between the observer and the observed teacher (observee), can be used for teacher development. In that "The ultimate aim of such conversations is to give the observee more control over her teaching and thus be able to generate alternatives by examining evidence of her own classroom teaching" (Fanselow, 1997).

The aims of these CCs then might be described as: learning ways of looking as a means to expand the repertoire of teaching practices; and becoming more aware of one's beliefs and the ways those beliefs can control the range of one's teaching practices (Fanselow, 1992) (see Chapter two for a discussion of CCs).

This study will regard the context of classroom observation as central to teacher development while using CCs in the pre-and post-observation stages of the observation itself. This 'Contrasting Conversations Approach' will be the focus of this study and will be referred to throughout the study with the acronym CCA.

It is acknowledged that in the pre-and post-observation stage of a classroom observation, the observer has to realize that s/he is offering the teacher a perspective and *not* advice or a prescription. Hence, CCs are used to create a relationship between the two parties which is not threatening, with the observed teacher's views given importance and the teacher is respected as a whole person. Another focus of CCs is to assist observees in generating alternatives to their observed classroom practices.

### Background of the Study

One of the major changes in the Turkish education system seems to be the creation of English preparatory schools at various universities in Turkey. One of these is YADIM, which is the Preparatory School of English at Çukurova University, Adana. It was established in 1990, in order to provide intensive English language programs to the students before they



start their education in their individual departments. The program is focused on English for Academic Purposes (EAP). Students are exposed to a one year intensive English course which aims to enable students to become proficient in the use of the English language within the four skill areas of listening, speaking, reading and writing.

The instructors at YADIM are exposed to a teacher training course during the first year of their teaching. This is the Royal Society of Arts (RSA) Certificate For Overseas Teachers Of English (COTE) course, offered by the University of Cambridge Local Examinations Syndicate (UCLES). COTE, a one year course, has been offered to teachers at YADIM since 1991 and is the only in-service course offered.

Within this teacher training course, classroom observations have been generally used for the evaluation of teachers' instructions. These teacher observations are conducted via a pre-determined observation checklist, provided by the RSA. During the process of teacher observation, the observer seems to function mainly as an evaluator, commenting on and evaluating teachers' performances in terms of fixed criteria, whereas the observed teacher's duty is to listen carefully and follow the observer's instruction to make it better the next time. Thus it can be argued that observations are solely used as a tool for the evaluation of the teacher rather than aiming at the professional development of teachers.

### Statement of the Problem

According to the findings of some preliminary interviews with teacher trainers and trainees at YADIM, it appears that classroom observations within the teacher training course COTE have been generally used for the evaluation of a teacher's professional competence and therefore turned into classroom observations which teachers were afraid of. In sum, those observations are threatening and not flexible in helping teachers to focus on issues they need or want to focus on. This happens either because of the observer's language or attitude towards what the observee does. In addition, there does not appear to be a variety of observation approaches, a lack of observation approaches was then first recognized during the classroom observation processes within the COTE teacher training course last year. It was stated by the teacher trainers and trainees that classroom observation approaches were neglected because more importance was given on the evaluation of the observees.

This study hopes to implement and refine an observation approach (CCA) which is supportive rather than threatening and flexible enough to use in response to changing teacher observees' needs and interests.

The study puts forth that CCs can be used in the pre-observation phase by both parties, to determine the focus of the observation, set the goals, decide on the observation instrument and create a friendly relationship between observer and observee. Similarly, in the post-observation phase, CCs can be used to create a non-threatening

atmosphere in which both parties can comment on the observation together by interpreting the transcript of the classroom observation.

Thus, the use of CCs in the pre-and post-observation conferences coupled with the availability of choice in observation techniques, may provide an opportunity for observed teachers to develop their own judgments of what goes on in their classrooms, sharpen their awareness of what their learners are doing and of the interactions that take place in their classes, and furthermore heighten observees' abilities to evaluate their teaching practices. In other words, these visits would be as far as possible *developmental* rather than judgmental in all aspects (Williams, 1989).

### Purpose of the Study

The study has the following aims:

- a) To conduct classroom observations with a 'Contrasting Conversations Approach' (CCA).
- b) To investigate whether CCA can enhance teachers' development in terms of specific classroom performances.
- c) To elicit the expectations and opinions of observed teachers before, during and after the CCA phases.

### Significance of the Study

The study aims to provide a means for enhancing teacher development. Teachers, trainee teachers, teacher trainers, heads of schools, coordinators, and administrators working at universities, private schools or public schools might benefit from the findings of this study which may provide insight into how to establish observations which may lead to the further development of classroom performances of observees.

The study is intended to provide a set of recommendations for establishing observations which enhance teacher development in terms of classroom performance by making use of various alternative observation instruments and techniques and integrating 'contrasting conversations' in the pre-and post-observation conferences between observer and observee.

As this study will additionally take into consideration the observed teachers' (observees') expectations and opinions for classroom observations in general and try to elicit the observees' opinions about CCA it may provide English teaching institutes, like YADIM, with awareness of observees' demands and feelings towards classroom observations.

### Research Questions

The study will consider the following research questions:

- 1) Can the 'Contrasting Conversations Approach' (CCA) help to identify teachers' specific classroom performances?
- 2) Is the 'Contrasting Conversations Approach' (CCA) helpful for enhancing teachers' development in terms of specific classroom performances?
- 3) What are the expectations and opinions of the observed teachers before, during and after the CCA phases?

## CHAPTER 2 LITERATURE REVIEW

The aim of this study is to investigate the effectiveness of ‘contrasting conversations’(CCs) in conjunction with classroom observations in order to enhance teacher development, with the assumption that being observed *can* be one of the most fruitful experiences for a teacher who is engaged in teacher development.

As a framework for this research, a brief review into some fields which are seemingly different but are in fact closely related to each other will be provided. First, Teacher Development will be discussed, as a starting point for this study. Secondly, to supply the reader with background on classroom observations Early Approaches in Classroom Observation will be reviewed. Current Approaches to Classroom Observation will be discussed next. Characteristics of Classroom Observations will be discussed fourth. The fifth section presents Models of Developmental Classroom Observations. The sixth section makes explicit the Approach of the Study, which is the ‘Contrasting Conversations Approach’ (CCA) focusing on the usage of ‘CCs’ in pre-and post-observation phases within a three step observation built on a clinical observation model. The last section presents briefly some Research Studies on Classroom Observations in Language Teaching Settings which investigated second language classrooms in terms of specific teacher classroom performances.



## Teacher Development

The relationship of teacher development and change has been the focus of attention by a number of researchers in the field of language teaching. Teacher development is a value-laden activity of which change is one component. McNergney and Carrier (1981) draw attention to the relationship between teacher development and change as follows: "Nowhere may change be more important than in the profession of teaching. Too often teachers become settled in habits and routines that can make them unresponsive to new teaching opportunities or classroom experiences" (1981, p. 221). This idea is supported by Whitaker (1993) saying "It is important to note that one very great educational challenge is to meet the demands of change on professional development of teachers".

One of the key assumptions of change is that teachers need to adapt themselves to the changing needs of the educational system throughout their teaching careers. The process of professional development of teachers is concerned with change in their activity, which needs to be backed by change in teachers' attitudes and teaching performances (Dean, 1991).

However, the nature of teacher development is not clear and various researchers have interpreted teacher development in different ways.

Freeman (1982) states that "Teacher development focuses on the individual teacher-on the process of reflection, examination, and change which can lead to doing a better job and to personal and professional growth" (p. 21).

The continuity aspect of teacher development; however, is brought to the fore by Lange (1990) who defines teacher development as "continual,

intellectual, experiential and attitudinal growth of teachers” (Lange , cited in Richards & Nunan, 1990, p. 250). Yet, another viewpoint is that teacher development is “a continuous process that begins with pre-service teacher preparation and spans the entire career of the teacher” (Tenjon-Okwen, 1996, p. 10). The idea that teacher development is a continuous process, is also mentioned by Underhill (1994), who argues that teacher development is a continuous process of transforming human potential into human performance, a process that is never finished (cited in Bowen & Marks 1994, p. v). Researchers, like Wallace (1991), focus on teacher development as something that can be done only for oneself, an idea also supported by Kennedy (1993) who claims that teacher development “focuses much on the individual teacher’s own development” (p. 162).

Keeping up with change then seems to be a crucial aspect of a teacher’s career. In fact, change appears to be the principal justification for teacher development (Sheal, 1989). Teachers seem to be obliged to adapt themselves to the new teaching strategies for *doing a good job* throughout their career. In order to change and develop oneself as a teacher, different strategies might be made use of, such as attending conferences, seminars and workshops, following the latest publications or watching colleagues’ in-class teaching (Fullan & Steigelbauer, 1991).

In view of what has been put forth by researchers so far, it can be indicated that teacher development, is a continuing process of personal as well as intellectual growth throughout a teacher’s career. It is an experiential involvement by a teacher in the process of development and is expected to

be a continuous, never ending activity leading to improved classroom performance and increased satisfaction in teaching.

### Early Approaches in Classroom Observation

Classroom process research owes much to observational research in education (Ellis, 1990). Developments in educational research involved a switch from a faith in measurement to a faith in observation. This was motivated initially by “a desire to identify the characteristics of different teaching styles and, increasingly, by the recognition that very little was known about what actually happened inside a classroom” (Ellis, 1990, p. 64). “The term *observation* in general denotes those operations by which individuals make careful, systematic scrutiny of the events and interactions occurring during classroom instructions” (Cogan, 1973, p. 134). The justification for having observations is expressed by Day (1990) as follows:

“While there are a number of approaches helping to understand and appreciate what goes on in the second language classroom in general and the teacher’s role in particular, observation of second language classroom is an exceptionally effective way. For observation to have a critical impact on student teachers’ professional development, it must be guided and systematic” (Day, cited in Richards & Nunan, 1990, p. 54).

Much of the early research focused on investigating specific pedagogic practices. For example, Politzer (1970) used classroom observation to try to establish whether behaviors such as ‘direct reference to textbook’, ‘use of visual aids’ and ‘student to student interaction counted as ‘good’ or ‘bad’ teaching practices. Another set of research studies is the work of Ned Flanders (1960) who focused on teacher effectiveness.

### Flanders Interaction Analysis Categories (FIAC)

Observation of classroom behavior first came into widespread use in the late fifties and early sixties in research on teacher effectiveness, where it was used to measure classroom process (Medley & Mitzel, 1963). An observational system which was used in a considerable number of research studies at that time was Flanders Interaction Analysis Categories (FIAC). This system has been referred to as 'the most sophisticated technique for observing classroom climate' (Medley & Mitzel, 1963, p. 271). FIAC is called Interaction Analysis because the observation categories are used to record all verbal interactions that occur between teacher and students in a classroom setting. The record is used to determine the verbal patterns that characterize the teaching style used by the teacher. Flanders' studies observe two contrasting styles of teaching: direct and indirect teaching. Flanders differentiates direct teaching styles (i.e., lecturing, directing, criticizing) from indirect styles (i.e., accepting feelings, encouraging, acknowledging, using student ideas). Research on FIAC suggests that the use of an indirect teaching style is associated with more positive student attitudes and higher student achievement but nevertheless, Flanders (1960) states that there are also times in the curriculum when the teacher needs to be direct, as in presenting new content to students and giving directions (Acheson & Gall, 1980). The Flanders categories were used first to determine normative patterns of classroom interaction between teachers and pupils and later in the inservice and preservice training of teachers (Allwright, 1988). Flanders' system (1960) was adapted by foreign and

second language teacher educators such as Moskowitz (1971) and Wragg (1979) in the use of noting such classroom processes such as 'silence', 'teacher asks questions', 'teacher praises student' (Gebhard, Gaitan and Oprandy cited in Richards & Nunan, 1990). Since then, observations have been used whenever objective measurements of classroom behavior are needed (Medley & Mitzel, 1963).

In English language teaching; however, the term 'observation' is used to refer to observations of classroom behavior made by a trained observer who records the behaviors using an observation system (Ober, Bentley, Miller, 1971). A traditional point of view is noted by Sheal (1989) saying that classroom observations have traditionally been conducted by administrators and senior teachers mainly for the purpose of teacher evaluation. Cogan (1973) also points to the sole purpose of classroom observations as the diagnosis of serious and possibly disabling weaknesses in the teacher's instruction. Hence, it may be put forth that classroom observations in the traditional meaning were thus mostly used for the aim of evaluation.

As classroom observation procedures have become more sophisticated, various observation instruments and techniques have been recognized. One of these is the checklist; however, the checklist has its drawbacks as mentioned by Bowen and Marks (1994). They state that "a mutually discussed checklist might form the basis for an initial diagnostic observation but, as most checklists tend to be exhaustive, the sheer number of items on the list can often obscure the key areas that really need attention" (Bowen & Marks, 1994, p. 34). It may then be noted that a

checklist may not always fulfill the aim of development. This method may lead to a predicament of enumeration of behaviors rather than giving teachers guidance in how they may become more successful and effective, and support self-development in a later phase.

Allwright (1988), describes the classroom observation that took place during the early seventies as “a procedure looking for a purpose” (p. 45). It was not until the late seventies and eighties that researchers began to address more directly issues arising out of work in L2 acquisition (Ellis, 1990). The basic purpose of a classroom observation; however, is stated as “helping teachers to operationalize teaching objectives in teaching strategies” (Day, cited in Richards & Nunan, 1990, p. 54).

We can see then that a classroom observation done for observing a teacher's classroom performance is in fact a predetermined classroom observation, where there is a person who observes (the observer) and a person who is being observed (the observee). The process aims at being a conscious and objective reflection of actual teachers' classroom performances with the purpose of evaluating their performances, but as Sheal (1989) indicates “The focus of a classroom observation, if used for development, needs to shift more towards teacher development rather than teacher evaluation” (Sheal, 1989, p. 93).

#### Current Approaches to Classroom Observation

Today, classroom observation is an accepted method of organizing observed teaching acts in a manner which allows any trained person who



follows stated procedures to observe, record, and analyze interactions with the assurance that others viewing the same situation would agree, to a great extent, with the other recorded sequence of behaviors (Ober et al., 1971).

Teacher trainers have tried to develop classroom observation instruments to develop teachers' teaching, moreover, they have attempted to develop instruments that provide teacher trainers with a technical language to 'designate' the teaching behavior in second language settings (Fanselow, 1977, cited in Ellis, 1990).

An important benefit of current observations is that they are intended to bring about teacher development. Teacher development is defined by Gebhard et al. (1990) as "providing teachers insight into how they can investigate their teaching, something they can continue to do after the teacher educator is no longer around" (cited in Richards & Nunan, 1990, p. 22). It can be asserted that the whole process of observing teachers for development is reminiscent of the proverb attributed to Confucius; "that to give a man a fish will feed him for a day, while teaching him how to fish will allow him to feed himself for a lifetime" (cited in Freeman, 1982, p. 28). It appears then that one of the differences between early approaches and current approaches to classroom observation is that the latter are intended to foster individual professional development of teachers.

What such kind of classroom observations should offer is as Williams (1989) states, "an opportunity for teachers to develop their own judgments of what goes on in their own classrooms" (p. 85).

### Characteristics of Classroom Observations

Teachers whose aims are to keep up with change throughout their careers need to show openness and willingness toward the task of development (Sheal, 1989). This requires openness to the views and opinions and help of others and willingness to take the risk of changing. This risk should be taken into consideration when teachers are asked to be committed to the use of observations for their own development. Hence, it should be stressed that the idea of observations is to provide advice which will be helpful for development, therefore specific characteristics have to be taken into consideration when observing a teacher's in-class teaching.

There are different observation approaches and several contrasting views on how to execute them. These approaches mostly depend on the purpose of the observation. As will be stated in the next section, each purpose assumes different participator roles. These participators change the flow of the observations, whether it becomes a sympathetic or stressful experience for the observee is frequently dependent to the observer's choice of purpose.

### Purposes of Classroom Observations

Observation is a broad term which embraces a continuum of approaches, ranging from observing for the purpose of evaluating to observing for the purpose of increasing self-awareness. "It is important that anyone observing is clear about what he or she is trying to do" (Wajnryb, 1992, p. 65). In order to do that, the observer has to have a particular

purpose in mind when observing. The different purposes of observations are stated by Maingay (cited in Tenjon-Okwen, 1996) as follows:

1. Observation for Training
2. Observation for Assessment
3. Observation for Development
4. Observer Development

A training course in which there is a learner-student relationship entails the purpose of *Observation for Training*. In other words, this relationship engages a learner willing to be trained and a trainer willing to train. *Observation for Assessment* is an evaluation of the learner (or any other teacher) by a *knower*, someone who is regarded as superior and has the right to assess other teachers. *Observation for Development* has the purpose of observing to help the teacher to develop him-/herself in terms of teaching strategies and performance. The last purpose, which is *Observer Development*, entails the purpose of developing the observer rather than the observee. Here, the observer has the opportunity to learn from the observee while observing (Maingay, 1996).

Hence, the answer to the question 'What is observation?' depends on the purpose for which the question is being asked. The differing purposes of conducting an observation lead to differences in strategies for observations, levels of systematization and levels of formality. These factors lead to differences in design and implementation. In other words, the purpose of the observation influences what is observed, how it is observed, who gets observed, when observation takes place, where it takes place, how

observations are recorded, what observations are recorded with, how data are analyzed and how data are used (Shulman, 1981).

To sum up, it may be said that according to the purpose of an observation the questions of why, how, when, what, who, and where to observe differ. It seems then that a carefully considered observation, answering the above questions before the actual observation happens, needs to be a premeditated and systematic one.

### Limitations of Classroom Observations

In traditional classroom observations, trainers sit in class as evaluators whose aim is to note down the weaknesses of the performing teacher so that the teacher can later be informed of what has been performed badly. "Simply put, classroom observation means sitting in a class and observing a teacher in action" (Maingay, cited in Tenjon-Okwen, 1996, p. 10). It is argued that classroom observations often cause problems for teachers and trainers because they tend to be judgmental (relying on a trainer's subjective judgments) rather than developmental (developing the teacher's ability to assess his or her own practices) (Williams, 1989). This kind of classroom observation has been defined as a classroom observation which entails the familiar scenario of a nervous teacher who is trying to perform correctly while the trainer sits at the back ticking items on a checklist and making decisions as to what is *good teaching* and *bad teaching*. The observed teacher later, reads a report on his or her performance, and tries harder to get it right the next time (Williams, 1989).

Whatever the reason for a classroom observation may be, the very fact that it is an observation has drawbacks for the observed teacher. These drawbacks are defined by various researchers in the field of ELT as 'cause of stress', 'artificiality', and 'effect on students'. Williams (1989), for example, states that classroom observations generally cause considerable stress on the part of the teacher (1989). Similarly, it is acknowledged that if the observer is seen as a critic, an intruder, an institutional assessor or simply an unwanted distraction, and if the observed teacher can perceive no personal benefit in having the observer in the classroom, feelings of anxiety, indifference or resentment may build up (Bowen and Marks, 1994). It is furthermore stated that this feeling of being uncomfortable might especially be damaging in the teacher's teaching and that the prospect of being assessed for a kind of quality control can induce feelings of panic or animosity.

Besides the teacher's feeling uncomfortable, the artificiality of observations can be mentioned. There occurs a change in the classroom atmosphere and the students, which in turn leads to an artificial classroom performance. As Cogan (1973) asserts, "The presence of an observer does have consequences, and a social system is changed by the introduction of observers and instrument of observation" (p. 140). This point is also put forth by Dean (1991), who argues that it has to be acknowledged that the presence of another teacher in the room, will affect the way the students behave. Nevertheless, much can be learned from all parties in the observation if everyone is open to everything and that agreement about the

ground to be covered is necessary. It may then be put forward that in order to overcome the stated limitations, it is crucial to create an atmosphere which is rather developmental than evaluative and judgmental.

### Models of Developmental Classroom Observations

"The consequence of a lack of adequate records of classroom instruction have proved to be deadly. Without a stable data-base for their work, supervisors and teachers find themselves mired down in fruitless arguments about what did and did not actually occur in the course of instruction" (Cogan, 1973, p. 136).

There then appears to be a need for observational data in order to have the opportunity to reflect on the observed lesson later on (in the post-session). McNergney and Carrier (1981), argue for this as follows: "Once the observational session is over the observer must organize the data and prepare it for the observed teacher. As a general rule, the most important task of the observer is to prepare a data summary that addresses mutually selected teacher developmental objectives" (1981, p. 184). Similarly, Cartwright and Cartwright (1974) emphasize the importance of observational data by drawing attention to the fact that an unrecorded observation may be inaccurate because of a lack of memory of the details on the part of the observer. Consequently, it may then be said that a record of the observed lesson is crucial if the aim of the lesson is development.

There appears to be a need for having a kind of record of the observed lesson and moreover a need for choosing the appropriate

observation instrument according to what is going to be observed. Ober et al.(1971) argue that there is no system which completely covers all required aspects possible to observe in classroom observations. They mention that the usefulness of observation systems in EFL runs the gamut from self-evaluation efforts of the classroom teacher to highly controlled, experimental research design. They consider observations as a research tool which can be used in analyzing teacher behavior, investigating pupil-teacher interaction patterns, quantifying verbal behaviors, and studying the relationship between identified teaching styles and pupil achievement. Ober et al.(1971), further argue that, although many observation systems are quite comprehensive, no single system is appropriate for all situations and that all posses certain limitations.

In brief, it can be said that, teacher educators need to be able to use or create a variety of observational methods, in order to begin to address the diversity of behaviors that occur in classrooms. Although all observation techniques seem to have certain limitations, there seems to be the need for choosing the right one for the specific purpose of the observation. “ Having chosen the right observation technique according to the observed teacher’s need, the provided feedback will help the novice to improve him/herself. But that kind of effective and successful observation can just take place if the correct technique is being used” (Wallace, 1991, p. 62). It can then be put forth that the aim of the observation will determine on which observation technique is going to be used and that this will help the observed teachers to get the information they are looking for. Although a large number of

observation instruments have been developed through the years, they have originated from quite different theoretical positions and research goals.

The following are prominent observation instruments used for enhancing teacher classroom performances:

- Bellack and others formed the 'Bellack Tradition' (1966) (see Wallace, M. J 1991, p. 67).
- Moskowitz (1967, 1968, 1971, 1976) produced the best known modification of Flanders' Interaction Analysis Categories which is called Flint (Foreign Language Interaction) (see Wallace, p. 73).
- Sinclair and Coulthard (1975) (see Wallace, p. 70).
- Fanselow made modifications to the Bellack system and produced FOCUS (Foci for Observing Communications Used in Settings, 1977) (see Fanselow, 1987, pp. 19-33).
- COLT (Communicative Orientation of Language Teaching) (see Ellis, 1994).

COLT and FOCUS are elaborated on in the following pages.

Since the educational system places a great deal of importance on enhancing teacher development, there should be offered various ways for providing stimuli to teachers who are asked to go through a continuing process of teacher development.

#### The Communication Orientation of Language Teaching (COLT)

One system that offers development and specifically focused on language teaching classes is COLT (the Communication Orientation of Language Teaching) designed by Allen, Fröhlich, and Spada (1984). COLT



The major categories in FOCUS allow the observed teacher; to identify the source and target of communication (teacher, student, group, book, map, movie, etc.), the purpose of communication (structure, solicit, respond, react), the media used to communicate the content (linguistic, nonlinguistic, paralinguistic, silence), the manner in which the media are used to communicate content (attend to, present, characterize, reproduce, relate, set), and the areas of content that are communicated (study, life , procedure) (Gebhard et al. 1990, cited in Richards & Nunan, 1990).

Fanselow (1977) adopted these five categories and many subcategories within FOCUS because these could be used easily as a metalanguage to talk about teaching in nonjudgmental and specific terms. He furthermore believes that this consciousness gives teachers the power to change their professional action in various controlled ways (Wallace, 1991).

Descriptive systems such as FOCUS and COLT are based on the assumption that by seeing what is happening in the classroom, the observee can control and alter it. Therefore, the observer-observee relationship must not be seen as something to be systematically controlled or eliminated; rather this relationship is the key that must be integrated (Freeman, cited in Richards & Nunan, 1990). Fanselow (1987) states that "We will never know the consequences of trying new ideas in the preparation of teachers if we keep doing the same things over and over again" (p. 42).

Both of these observation instruments (FOCUS and COLT) seem to be able to keep the observees' interest because they provide the observees with the opportunity to study their own teaching through any one category or

contains a list of behavioral categories through which observed events are classified and has been used in the comparison of experiential and analytic teaching approaches. It differs from the systems that preceded in that it was not only informed by current theories of communicative competence and communicative language teaching but also by research into L1 and L2 acquisition.

Allen et al. (1984) comment on their system as follows: "The observational categories are designed (a) to capture significant features of verbal interaction in L2 classrooms and (b) to provide a means of comparing some aspects of classroom discourse with natural languages like those used outside the classroom" (cited in Ellis, 1994, p. 575). COLT consists of two parts: Part A which describes classroom activities in organizational and pedagogical terms and Part B which describes the verbal interactions which take place within activities.

#### Foci on Communication Used in Settings (FOCUS)

Another observation instrument which has been used by Gebhard et al. (1990) over the past few years, is Fanselow's FOCUS (Foci on Communication Used in Settings, 1977). FOCUS illustrates the use of different analytical dimensions for multiple coding as it seeks to explore all the possible relevant dimensions along which changes can be made in language teaching behaviors. Fanselow's approach (1977) derives from his conviction that teachers are controlled most of the time by invisible rules that they are unaware of, and his system is intended to reveal what these rules are (Wallace, 1991).

across several categories and subcategories, as well as considering the consequences for student interaction of what and how they teach. However, whether or not observees find the use of an observation system interesting or turn to their immediate concerns is perhaps not as important as the benefit such systems appear to have for most observees, that is, forming a metalanguage for discussion.

Nevertheless, for classroom observations to lead to the development of the observee, decisions on the following points have to be made in advance (Wajnryb, 1992).

- Who observes?
- What is the length of the observation?
- Whether the observee has any say in which lesson should be observed.
- Whether the observee will be informed in advance about the observation.
- When should feedback take place?
- What methods of observation should be used?

Teacher development then refers to something which can and should be promoted and enhanced. Nevertheless, the question of what to consider within the developmental process has to be answered.

### Clinical Supervision

Clinical supervision is one means that can be used to bring about teacher development through classroom observation. Clinical supervision has been defined by Goldhammer et al (1980), as "the phase of instructional supervision which draws its data from first-hand observation of actual teaching events, and involves face-to-face interaction between the

supervisor and teacher in the analysis of teaching behaviors and activities for instructional improvement” (pp. 19-20). The word *clinical* in this aspect is selected precisely to draw attention to the emphasis placed on classroom observation, analysis of in-class-events, and the focus on teachers’ and students’ in-class-behaviors.

The focus of clinical supervision is defined as “the improvement of the teacher’s classroom instruction, where the principal data of clinical supervision includes records of classroom events like: what the teacher and students do in the classroom during the teaching and learning process” (Cogan, 1973, p. 9). Clinical supervision may therefore be defined as ‘ the rationale and practice designed to improve the teacher’s classroom performance’. In brief, it may be regarded as an attempt to move toward better control and greater expertise in a specific educational domain, which Acheson and Gall (1980) define as professional development in which supervision is used to help teachers to improve their instructional performance.

The central objective of clinical supervision is then, the development of professionally responsible teachers who are analytical of their own performance, open to help from others, and withdraw self-directing (Cogan, 1973). This means that teachers then are continuously engaged in improving their practice as is required of all professionals. The teachers involved in clinical supervision might be perceived as practitioners fulfilling one of the first requirements of a professional by maintaining and developing their own teaching competence. Observees must not be treated as teachers

who are being rescued from ineptitude or saved from incompetence. On the contrary, they must perceive themselves as engaged in the supervisory process as professionals who continue their professional development and enlarge their knowledge (p. 21). In brief, maintaining and developing one's teaching performance can be taught, which is also an important aspect of the clinical supervision. This idea is regarded by Cogan (1973) as lying in the sequences where the observee and observer together make many decisions as they determine what aspects of instruction are to be improved and how to improve them.

“The nature and quality of both, the observed teacher's and observer's participation in the process of clinical supervision is undoubtedly among the most critical factors in the success of the teacher development program” (p. 27). It appears then that in the clinical supervision process, the observee and the observer work together as associates and equals being bound together by a common purpose which is the improvement of the observed teacher's classroom performance.

The question of how clinical supervisions may be translated from theory into practice includes the following underlying beliefs:

- pattern analysis based on records of classroom events
  - face-to-face relationships, dialogues and trust between observer and observee
  - the notion that the observed teacher wants to and is capable of improving his/her practice
  - the notion that clinical supervision is *not* evaluation
- (Cogan, 1973; Goldhammer et al., 1980).

As Goldhammer (1980) puts it, "Given close observational data, face-to-face interaction between the supervisor (observer) and the teacher (observee), and an intensity of focus that binds the two together in an intimate professional relationship, the meaning of 'clinical' is pretty well filled out" (p. 25).

It may then be put forward that at the heart of the clinical supervision cycle is the belief in the teacher's desire and ability to improve instructional delivery, which asks for a developmental environment. This developmental environment associated with the observee's classroom instruction is mentioned by McNergney and Carrier (1981) as involving three procedural steps.

1. Pre-observation Conference
  2. Observation - Analysis
  3. Post-Conference
- (McNergney and Carrier, 1981, p. 182)

The Clinical Supervision Process for teacher development, suggested by McNergney and Carrier (1981) is given, in Figure 1. An explanation of the figure follows:

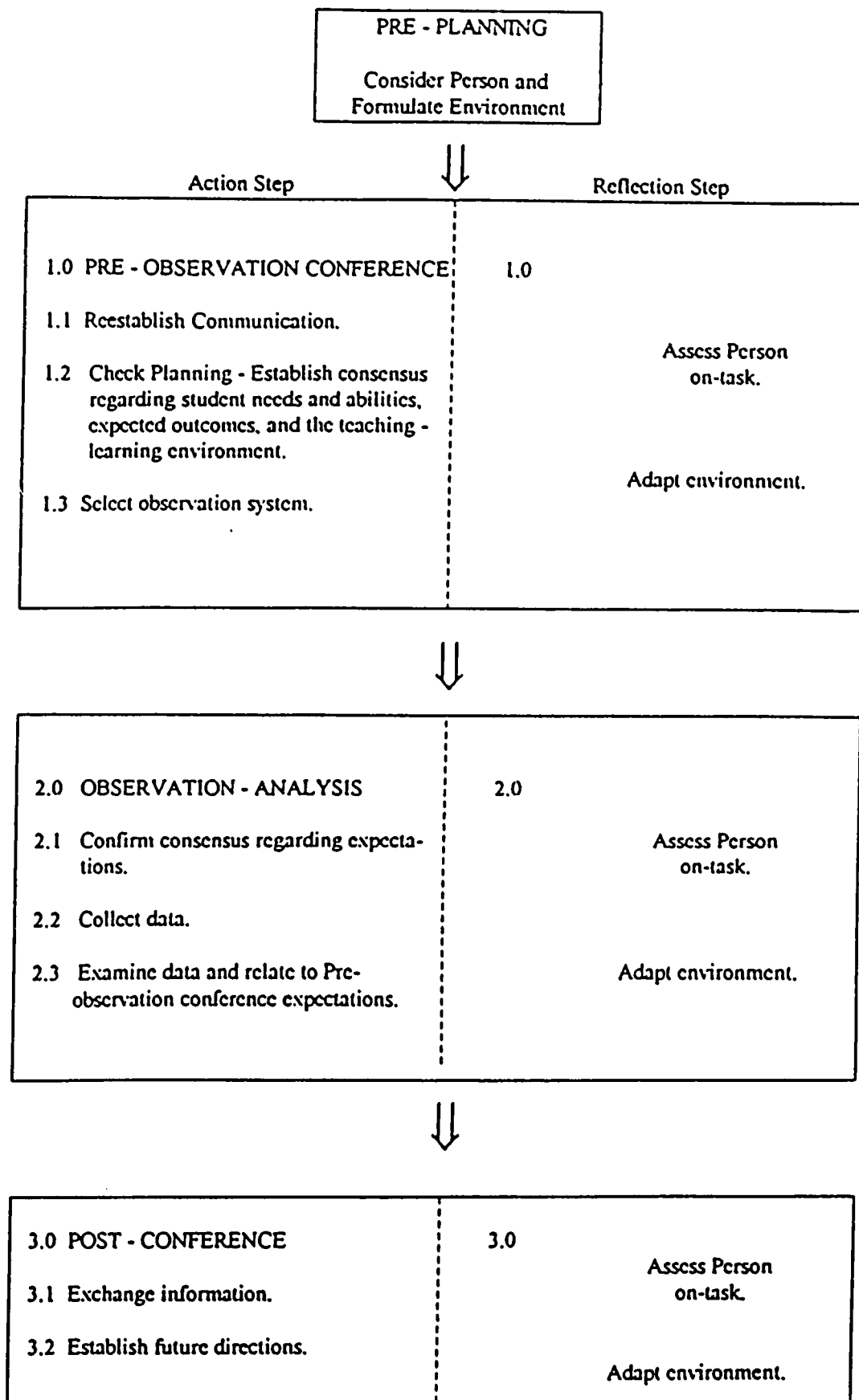


Figure 1 Clinical Supervision Process for Teacher Development

Figure 1 may be interpreted as follows:

### 1. Pre-observation Conference

The supervisor (observer) begins the process of supervision by holding a conference with the teacher (observee). In this conference the teacher has the opportunity to state personal concerns, needs, and aspirations. The supervisor's role is to help the teacher to clarify these perceptions so that the two of them have a clear picture of the teacher's current instruction, the teacher's view of ideal instruction and whether there is a discrepancy between the two. This conference sets the stage for effective clinical supervision as it provides the teacher and supervisor with an opportunity to identify a teacher's concerns and translate them into observable behaviors. Another outcome of the conference is a decision about the kinds of instructional data that will be recorded during the classroom observation and the selection of the observation system.

### 2. Observation - Analysis

This phase involves the agreement between the supervisor and teacher regarding their expectations which is followed by the data collection procedure. As a last step, the data are examined by both parties related to the expectations set in the pre-observation conference in which the supervisor tries to provide objective observational data cooperatively.

### 3. Post-Conference

Together, the supervisor and the teacher review the observational data, with the supervisor encouraging the teacher to make his/her own inferences about teaching effectiveness. As the teacher reviews the



observational data, the feedback conference turns into a planning conference establishing future directions for the teacher, with both parties deciding cooperatively to collect further observational data.

In short, the Clinical Supervision model is a model that contains three phases which are constantly repeated in order to make an effective cycle of observation. Figure 2 (Acheson & Gall, 1980, p. 10) shows, the three phases of the clinical supervision cycle.

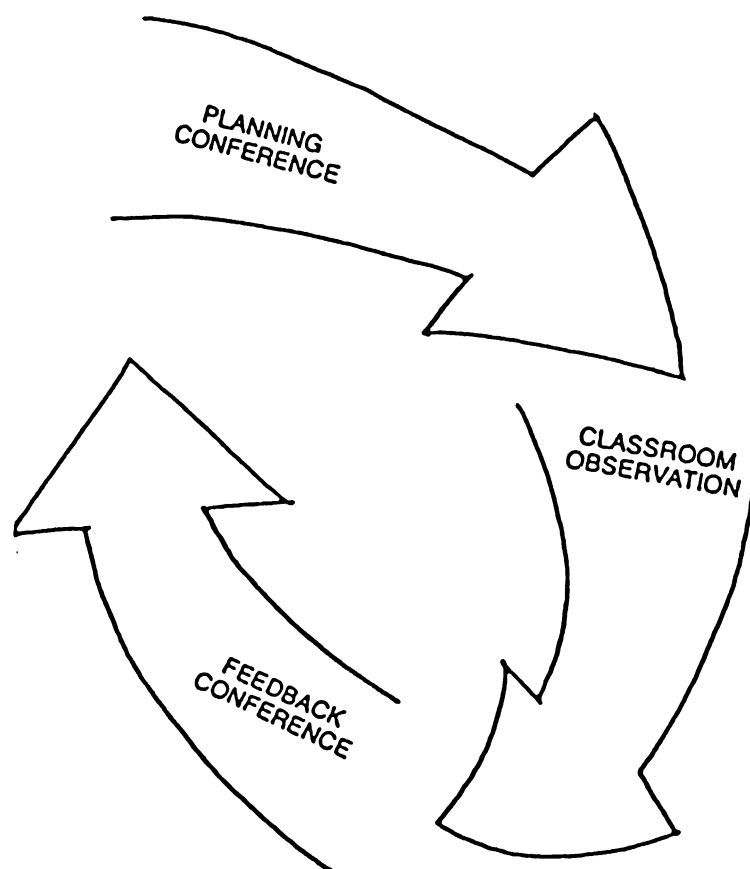


Figure 2

Three Phases of the Clinical Supervision Cycle

### Observation Techniques Used in the Study

In this study, the observer (researcher) sought to find out from the observees what they want to be the observation focus and the purpose for observation of that chosen feature. In this study, five observation instruments were selected on the basis of observer competence and experience in their use and because they represent a broad range of observation types. The five observation instruments offered for observee choice in this study are described in this section and coded A1, B1.1, B1.2, B1.3 and B2.

These techniques used by the researcher to observe subjects' teaching performance are given below and are divided by Day (1991) and the researcher into two broad approaches:

#### *The Qualitative Approach and the Quantitative Approach.*

The general goal of a *qualitative approach* is to provide rich descriptive data about what happens in the second language classroom. The observer wants to capture a broad picture of a lesson rather than focus on a particular aspect of it. An advantage of this approach is that it allows the observed teacher to compare and contrast a teacher's use of both subject matter knowledge and action system knowledge during a lesson.

The general goal of a *quantitative approach* is to examine a specific teacher behavior, student behavior or the interaction between the teacher and students. Techniques or instruments found under a quantitative approach to second language classroom observation generally take the form

of a checklist or a form to be filled out or completed. The behavior or behaviors in question are indicated in some fashion, and the observer's role is to record their occurrence and, as appropriate, the time. (Acheson and Gall, 1980).

#### A) Techniques used for a Qualitative Approach:

##### A1- Written Ethnography (Anecdotal Records):

This technique entails making brief notes of events as they occur in the classroom. The observer, seated in a strategic position which allows the widest possible view of the entire classroom, either attempts a written account of the entire proceedings of the classroom activities for a previously set amount of time, or takes extensive and detailed notes from which an account of activities is reconstructed later. It is important to provide an ethnography which is as objective as possible (Acheson & Gall, 1980)

#### B) Techniques used for a Quantitative Approach:

##### B1- Seating chart observation records

There are a variety of techniques for observing teacher and student interaction based on the use of seating charts. Acheson and Gall (1980) refer to such observation instruments as 'Seating Chart Observation Records (SCORE)'.

SCORE instruments are based on classroom seating charts, which have to be constructed for the class to be observed. The observer records the occurrence of the targeted behavior or behaviors. SCORE instruments can be created on the spot to suit the individual teacher's concerns. For identifying a teacher's classroom performance, three different SCORE

instruments are used. These are: At task, Verbal Flow and Movement Patterns.

#### B1.1) At task:

The intent of the at-task observation technique, is to provide data on whether individual students during a classroom activity are engaged in the activity or activities, which means whether the students are engaged in the task the teacher has provided. (Acheson & Gall, 1980).

#### B1.2) Verbal Flow:

Verbal Flow is primarily an observation technique for recording the interaction between the members in the class (student to student, and teacher to student). It is also useful for recording categories of verbal behavior, for example teacher questions, student answers, teacher praise or student questions. In brief, it can be put forth that verbal flow identifies the initiators and recipients of the verbal communication and the kind of communication in which they are engaged (Acheson & Gall, 1980).

#### B1.3) Movement Patterns:

The purpose in this observation technique is to chart the movements of the teacher or students, or both, during the whole lesson. The task is to record how the teacher and individual students move from one section of the room to another during a given time interval (Acheson & Gall, 1980).

#### B2- Selective Verbatim

In this observation technique, the supervisor makes a written record of exactly what is said, that is, a verbatim transcript. Not all events are recorded; the verbatim record is intended to be 'selective', in that only

certain kinds of verbal events are to be written down, which are selected beforehand by the observer and observee together (Acheson & Gall, 1980).

These five observation methods are explained explicitly in Appendix A.

### Approach of the Study (CCA)

Expressions usually used to characterize the purpose of watching teachers' in-class teaching are: commenting, evaluating, helping, providing feedback (Freeman, 1982); to direct or guide, to offer suggestions, to model teaching, to advise teachers, to evaluate (Gebhard, cited in Richards & Nunan, 1990). All of these words indicate that the person doing the observation, is there mainly to help or evaluate the observee (Fanselow, cited in Richards and Nunan, 1990). However, thinking about the idea of *help* in other contexts provides a different perspective for Fanselow (1990). In his point of view the usual aim of observation and supervision is to help or evaluate the person being seen, which for the observee means , 'being told by others what to do'.

Fanselow (1990) regards observing as exploring a process, which is 'observing to see one's own teaching differently' (Fanselow, cited in Richards & Nunan, 1990, p. 183). The question, asked by Fanselow can then be stated as: How can teachers working with other teachers generate alternatives by examining evidence and then discover on their own characteristics of communications they want to see more or less of? "Growth can be fostered as teachers receive feedback and opportunities for reflection on their current state of instruction as well as opportunities to examine and

challenge current practice and taken-for-granted assumptions” (Smyth, 1986, p. 76). As noted by Smyth, opportunities to reflect on one’s own teaching may form the key element leading to teacher development.

‘Contrasting Conversations’ (CCs) emphasize working collaboratively and more than that, giving both sides the chance to express their thoughts and develop collegial respect and self-understanding. As noted by Fanselow (1997) “Contrasting Conversations give the teacher much more control over the teacher’s teaching and over the generation of the alternatives”.

CCs were first introduced into the ELT literature by Dr. John F. Fanselow to be used in the post-observation stage of observations. In his book called “Contrasting Conversations” (1992), Dr. Fanselow (1992) elaborates on the meaning of *contrasting* as the suggestion for something different not better, with different meaning “dissimilar, not new and improved or superior” (p. 2). The assumption is that both partners in a classroom observation have nothing to ‘prove’. Neither one is engaging in a power struggle where one gives advice to the other or evaluates and judges the other (Fanselow, 1992). This type of post-observation conference which consists of two people being regarded as equal is defined by Fanselow (1992) as ‘contrasting conversations’ (CCs).

CCs are different than usual conversations in that usual observation meetings tend to focus on the teacher’s behavior, what s/he did well, what s/he might do better, rather than on developing the teacher. As feedback from the observers is often subjective and evaluative, teachers tend to react

in defensive ways, and given the atmosphere, even useful feedback is often 'not heard' (Fanselow, 1992).

As mentioned in Fanselow's 'contrasting conversation' philosophy (1992), the post-conference is an opportunity for the teacher and the observer to discuss their perceptions of the completed lesson. The post-conference can be used as a time for creating a collegial teacher developmental environment; however it is also a time for honesty and plain speaking-talking about what worked and what did not. It should be noted that "the post-observation conference is not just a convenient ending to the immediate process, but it is also the point at which the observer and teacher together form thoughts about the teacher developmental environment to be created in the future session" (McNergney & Carrier, 1981, p. 212).

The major differences between 'usual' and 'contrasting' conversations are illustrated in Table 1.

Table 1

Differences between Usual and Contrasting Conversations

<u>Usual Conversations</u>	<u>Contrasting Conversations</u>
- observer in charge	- neither observed teacher nor observer in charge
- advice and suggestions are given by observer only	- autonomy elbowroom (observee has enough room to match teaching practice with beliefs)
- evaluation and assessment provided by observer (seemingly negative judgment)	- developmental descriptions and analyses of what is being observed provided by both participants
- only one view to solve a problem is being accepted (observer)	- multiple interpretations to solve a problem (observer & observee)

- |  |   |
|--|---|
| - power play<br>(observer is superior)   | - no power play<br>(observer & observee are equal)  |
| - observer is regarded 'better'<br>(new, improved, superior)                                     | - observer is regarded 'different'<br>(dissimilar)  |
| - value of conversations = same<br>(usual conversation)  | - value of conversations = different<br>(contrasting conversation)  |
| - usual (not different from those<br>conversations, observee's<br>regularly have with observers) | - unusual (different from those<br>conversations, observee's<br>regularly have with observers)  |
| - aim: improving future teaching<br>based on a critique of classroom<br>observer                 | - aim: learning, discovering, being<br>free, becoming aware of using<br>evaluations for self- development<br>proposing different teaching behaviors |

Comments given by the observer to the observee, introducing the aims of 'contrasting conversations' might go like this: "I am going to observe you. Afterwards when I look at excerpts from your lesson with you, I hope that through the analysis, we can see something we did not see before about our own teaching. Jointly comparing similarities and differences between your teaching practices and beliefs and my teaching practices and beliefs which is likely to reveal multiple interpretations of what we described. Let's explore teaching together" (Fanselow, 1992, p. 2).

Fanselow (1997) furthermore states that "Contrasting conversations are very detailed and it does not say 'you might do this', instead it says 'tomorrow do this and compare it with what you did'". It seems then that, exploring is another important feature to be considered when conducting CCs, in other words trying to find alternatives to one's own teaching seems to be crucial. "A change in teaching has to be the outcome of contrasting



conversations, if you do not change your teaching you are not doing contrasting conversations” (Fanselow, 1997). It can thus be inferred that after the post-observation conference the observee has to made a change in her/his way of teaching and then another observational procedure including another post-observation conference should be sought to discuss the change.

To sum up, the concept of clinical supervision using ‘contrasting conversations’ at the pre-and post-observation stages can be a powerful means of creating a developmental environment.

It is in the pre-and post-observation stages that a developmental environment can be established. To this end, ‘contrasting conversations’ can stand as a powerful means leading to teacher development.

### Research Studies on Classroom Observations in Language Teaching Settings

This section reviews some research studies which investigated second language classrooms in terms of teachers’ specific classroom performances.

#### Teacher Talk in Second Language Classrooms

Teachers’ language use in the classroom was investigated by Bellack et al. (1966) and Dunkin and Biddle (1974) and established that teachers tend to do most of the talking in the language classrooms. This was supported by Legarreta (1977) who investigated five bilingual education kindergarten classrooms by using an adaption of Flanders’ observational

system (FIAC) to code segments of teacher talk and student talk. Findings revealed that students accounted only 11% to 30% of the total talk, whereas teachers accounted for 70% to 89% of the total talk taking place in the classroom.

In contrast, a study by Enright (1984) in two bilingual kindergarten classes similar in context to Legarreta's study found the teachers speaking less than in Legarreta's study; 42.9% and 84.9% teacher talk.

Similarly, a proportion for teacher talk similar to Enright's was observed by J. D. Ramirez et al. (1986). This research done on 72 kindergarten through grade three classes found teachers' proportion of utterances to all teacher and student utterances falling within a 60%-80% range. The teachers accounted for only 42% to 47% of the classroom talk.

The findings of the three mentioned research studies suggest that about two-thirds of classroom speech is attributed to the teacher (Chaudron, 1988).

### Teacher Movements in Second Language Classrooms

A study on teacher movements was conducted by Bialystok, Fröhlich and Howard (1978), where the number of teacher and student movements were counted. The research was conducted in a one grade six French immersion class and one grade six 'core' French class in Canada. The finding showed that 68.8% of the moves were by the French immersion teacher, and 61.3% by the core French teacher.

Another study on teacher movements was done by Shapiro (1979)

which reported a study of seven Spanish-English elementary classrooms (grades 2-6) in New York City. Fanselow's FOCUS instrument (1977) was used for observations which were made at the beginning and at the end of the school year. During the year the teachers participated in a training program in which they were familiarized with FOCUS. The raw data from which the differential weighting of teacher movements was not provided, yet it appeared that teachers accounted for only 8% of total teacher moves.

Unlike Shapiro's findings, Hernandez (1983) found a similar pattern to that of Bialystok et al.'s core French class, in a study of eight Spanish-English bilingual classes, grades 1-3, in California. Of total moves, the teacher dominated with 56% opening moves (using Sinclair and Coulthard's 1975 category).

A variety of teacher behaviors in terms of teachers' classroom performances have been described by various researchers throughout the years in the field of language teaching. Since a number of the features reviewed had conflicting findings across studies, it is evident that more research has to be conducted on language teachers' teaching performances (Chaudron, 1988).

## CHAPTER 3 METHODOLOGY

The aims of this study were as follows:

- a) To conduct classroom observations with a 'Contrasting Conversations Approach' (CCA).
- b) To investigate whether CCA can enhance teachers' development in terms of specific classroom performances.
- b) To elicit the expectations and opinions of observed teachers before, during, and after the CCA phases.

This study is a descriptive study which presents targeted descriptions of classroom observations, along with the reported expectations and opinions of the observed teachers about the observations.

The research questions of this study are as follows:

- 1) Can the 'Contrasting Conversations Approach' (CCA) help to identify teachers' specific classroom performances?
- 2) Is the 'Contrasting Conversations Approach' (CCA) helpful for enhancing teachers' development in terms of specific classroom performances?
- 3) What are the expectations and opinions of the observed teachers before, during and after the CCA phases?

In this chapter, first, detailed information about the subjects is given. Second, the materials and instruments used for the data collection procedure are explained, followed by the data collection procedure itself. The data analysis strategies are explained in the final section.

### Subjects

The study was conducted at YADIM, the Preparatory School of English, Çukurova University, Adana. Five teachers working at the institution were the subjects of this study. Five female YADIM teachers with a maximum of two years teaching experience participated in this study. The teachers were between 22 and 26 years of age. Only female teachers participated in this study since no novice male teachers were available at the time the research was conducted.

Novice teachers were chosen because they did not have any on the job classroom observation experience, which means that they have not been observed since they started teaching professionally. The study sought to elicit expectations and opinions about classroom observations from teachers who would not have any basis for comparing the new applied on job observation process with previous ones. This was an important criterion in choosing the subjects as the researcher looked for teachers who would experience their first on the job observations through a CCA approach, in order to elicit their pre-observation expectations and post-observation reactions concerning the new experience of being observed while teaching.

### Instruments

In this study two types of data collection techniques were used; questionnaires and interviews. The questionnaire was given to the five subjects before the observation process with the aim of investigating the subjects' expectations about how they would feel when being observed in

class. The questionnaire was designed by the researcher to obtain information about the subjects' interest in going through an observation process. The main focus of the questionnaire was to elicit expectations and opinions concerning the concept of 'being observed' before ever having experienced any observation.

The questionnaire included multiple choice, ranking, rating, and open ended questions. The types of questions and number of question types included in the questionnaire are shown in Table 2

Table 2

Question Types, Number of Types and Total Number of Questions on Questionnaire

Type of Question	Number of question type	Question number on questionnaire
Ranking	2	7, 10
Rating	4	4, 5, 6, 9
Multiple Choice	3	1, 2, 3
Open-ended	3	8, 11, 12
Total		12

The questionnaire consisted of two parts with a total of 12 items. The aim of the first part ( Part I ) of the questionnaire was to gather information about the teaching experience of the teachers. The second part ( Part II ) sought to elicit the observed teachers' opinions about teacher development and their preference for strategies in helping them to develop in terms of instructional skills . The second part was designed to elicit observees' preference for enhancing their classroom performance and identify their

expectations and opinions about the concept 'being observed in class' (see Appendix C).

In addition to the questionnaire given to the subjects, interviews with the same subjects were conducted. The interviews were of great importance because they were conducted to get the reactions of the subjects, who during the study experienced their first on job classroom observation. Interviews with each subject were conducted at the end of the subjects' post-observation conferences and took about 10 to 15 minutes. The subjects were invited to add anything that the interview did not cover and that the subjects wanted to state.

Observational transcripts prepared by the researcher during classroom observations (see Appendices J, K, L, M, N) were not used as a data collection instrument for this study. The 50 minutes lesson transcripts were rather used as a data source for the post-observation conference. Thus, the study's focus was more on the interaction that took place between observer and observee than the observation techniques themselves or the interpretations of the observational data.

Observational transcripts were prepared according to what the observer and observee had decided on in the pre-observation conference. These observational data formed the basis of the last phase of the observation process, the post-observation conference. Only one classroom performance feature was focused on throughout the whole lesson as decided on in advance.

The whole observation process (including pre-observation conference, classroom observation and post-observation conference) took about 100 to 120 minutes with each subject.

Questions for both the questionnaire and the interviews were based on the three research questions of this study.

Besides interviews and questionnaires, five different classroom observation techniques for identifying teachers' classroom performance were used as research instruments (see Appendix A). These five techniques were used by the researcher because they covered different kinds of observation foci, and they were also thought to be relatively easy to understand by the observees; moreover, these were the techniques the researcher was most familiar with and able to utilize. The researcher used only five observation techniques to keep the amount of time spent for the explanation of all techniques limited, and to make it easier for the observee to choose one technique out of a reasonable number. The five observation techniques were explained by the researcher, who at the same time was the observer, to the subjects in the discussion phase of the Pre-observation conference. An example of how the techniques were explained is as follows:

*Observer:* I would like you to choose one technique out of these five techniques which I decided to use in this research. (shows observation techniques given in Appendix A).

Here, we have a technique which is called Movement Patterns and seeks to note down the movements the teacher or the students make during class instruction. Look, here for example (shows Appendix A, Figure 7.5.)



you can see how the teacher and the students walked from one place to another in the class.

Another technique is this one (shows 'Verbal Flow'). This is a technique for recording who is talking to whom in class, I mean the verbal flow which occurs between the teacher and the students or among the students themselves (shows Appendix A; Figure 7.3). Whether the students or the teacher ask questions or response is indicated by the help of the arrows which at the same time show the direction of the verbal flow that occurs.

The third technique, you may choose is At Task (shows Appendix A; Figure 7.1). This technique is used to see how many students were engaged in each category of behavior. As you see here, (shows Figure 7.2), there are different behavior categories which I will focus on when observing the students like 'talking' or 'playing' which indicate that the students are not at-task, which means they are not involved in the lesson.

Another technique is 'Selective Verbatim'. This is a technique for recording events in the classroom. The observer makes a written record of exactly what is said, for example here (shows Appendix A; Figure 6.1). Everything the teacher says is written down. In this technique you have to choose only one focus. Let's say you want me to observe how you give feedback, give directions or ask questions.

And the last one is called 'Anecdotal Records'. Here, no focus is on a specific classroom performance but instead brief notes of all events as they occur in the classroom are taken, so if you can't make up your mind on what

you want to be observed in particular, this technique will be appropriate, because at least you will then have general data to reflect on.

### Procedure

In order to ensure the reliability and validity of the items and instructions in the questionnaire, the questionnaire was piloted on four randomly selected beginning teachers of two different EFL departments at other universities. These teachers had no prior classroom observation experience. The piloting process helped to refine questions for the study and narrow their number. The questionnaire was then revised. Before administering the questionnaire, the researcher was granted permission by the chairperson of YADIM to conduct the study and observations.

#### Steps Followed in the Pre-observation Conference

Pre-observation conferences were conducted in English in the office of each subject and took about 15 to 20 minutes with each subject. At the end of the conference subjects were asked to fill in the questionnaire (see Appendix D for responses on open-ended questions 8, 11, and 12)

The steps followed were as follows:

#### Presentation Phase

- 1) Thanking for participating
- 2) Explaining the reason for conducting the research and telling subjects why and how they were chosen.

- 3) Explaining the purpose in conducting the study
- 4) Informing participants about the nature of CCA (observational data will not be used to evaluate the subjects as individuals, but rather to reflect their in-class teaching as a mirror. )
- 5) Giving information about observer.

#### Discussion Phase

- 1) Elaborating on the aim (discovering patterns of instruction that provide opportunities for subjects to change the way they teach).
- 2) Indicating roles of both participants of the observation (observer and observee).
- 3) Explanation of five observation techniques provided by the researcher for conducting the classroom observations.

#### Decision-making Phase

- 1) Asking whether any clarification is needed.
- 2) Deciding jointly (observer and observee) what to observe during the observee's classroom performance out of the samples provided by researcher.
- 3) Setting time for classroom observation cooperatively.

(For detailed exemplification of a pre-observation conference procedure see Appendix O).

The observation technique chosen by each observee, date and time of observation are given in Table 3.

Table 3

Observation Technique, Topic, Date and Time of Observation  
of each Subject

	Subjects				
	A	B	C	D	E
Observation Technique Requested	Selective Verbatim	Anecdotal Records	Verbal Flow	Movement Patterns	At-task
Topic	Teacher Questions	T.+ SS Talk	T.<->SS Interaction	Teacher Movements	Students' being at-task
Date of Observation	May 6, 1997	May 7, 1997	May 8, 1997	May, 9,1997	May 16,1997
Time of Observation	11.00-11.50	10.00-10.50	13.30-14.20	10.00-10.50	11.00-11.50

Note: T. = Teacher, SS = Students

Surprisingly every subject chose a different technique. As seen in the table preferably, a morning lesson was chosen by the observees.

The contact between the observer and the teacher prior to the observation then seems to be crucial. If teachers understand the purpose of the observation and if observers are clear about their responsibilities and motives in observing the lesson, there is a much greater possibility that the observation will be seen in a better light by both sides. A 'pact' by which the teacher and the observer agree to do certain tasks prior to the lesson is essential.

### Classroom Observation

The actual observation took place on the mutually agreed date and time. The observer and the observee met at the observee's staff room and went to class together. During the 50 minutes classroom observation, the

observer sat at the back of the classroom and observed the teacher, using the observation instrument appropriate to what was asked by the observee to be observed, prepared beforehand and agreed upon previously between both parties. The SCORE instruments were prepared by the observer in the first five minutes of the lesson as the seating arrangement of the students had to be taken into consideration when preparing the observational transcript. At the same time, the observer audiotaped the lesson. The reason for this was to have backup data, in case the observer missed something. Another advantage was that both the researcher and observed teacher had the opportunity to go back to the actual lesson language if necessary. At the end of the observation, the observer visited the observee in the staff room to set a time and date for the post-observation conference.

#### Steps Followed in the Post-observation Conference

Post-observation conferences were conducted in English in the office of each subject and took about 20 to 30 minutes with each subject. Each post-observation conference was on the with the observee in advance set date and time. At the end of the conference an interview was conducted with the subject (see Appendices E, F, G, H, I).

The steps followed were as follows:

### Presentation Phase

- 1) Providing detailed information on what the post-observation conference entails.
- 2) Explaining the expression 'contrasting conversation' and emphasizing the fact that the ultimate aim of such conversations is to give the observee more control over her teaching and thus be able to generate alternatives by examining evidence of her own classroom teaching.

### Discussion Phase

- 1) Presentation of observational data to the observee by researcher.
- 2) Reflection on observational data received from the observation (see Appendices J, K, L, M, N).
- 3) Joint interpretation of the data by observer and observee.

### Decision-making Phase

- 1) Drawing conclusions on how the observation went and moreover considering ways in which teaching could become different.

The interview questions were designed to elicit the observees' ideas on CCA (including all three observation phases). The interviews with the subjects were conducted at the end of each post-observation session. The interviews were conducted in English and lasted about 10-15 minutes. The interviews were analyzed by determining recurring themes under pre-determined headings based on the research questions and were tape-recorded on request of the researcher with the agreement of the subjects.

Subjects were not required to indicate their names; however, they were allowed to do so if they wished.

### Data Analysis

This study was a descriptive study and employed interviews and questionnaires as research instruments, data was analyzed by employing descriptive statistics such as means, percentages and rank correlations.

The questionnaire included multiple choice, ranking and rating questions which were analyzed quantitatively, whereas the open-ended questions 8, 11 and 12 (see Appendix D) were analyzed qualitatively by thematic categories. The means and percentages of the responses were calculated by the researcher and the responses to the ranking questions were compared using Kendall Coefficient Concordance (Kendall / W). The 'other' option part in Part II on the questionnaire was not answered by any subject and therefore not analyzed.

## CHAPTER 4 DATA ANALYSIS

### Overview of the Findings

This study aimed to investigate the feasibility of using 'contrasting conversations' within an observational approach (CCA) to enhance teacher development. Moreover, it examined teacher attitudes towards that approach conducted by the researcher and elicited observees' expectations and opinions about this approach. 'Contrasting Conversations' (CCs) were used in the pre-and post-observation conferences of CCA in order to establish a developmental environment for both participants of the observation (observer and observee) and set the goals of the observations; whereas CCs were used in the post-observation conference for discussing the perceptions of the completed lesson without any powerplay between the two parties. Examples of CCs applied in one of the pre-and post observation conferences of this study are as follows:

(OBR. = Observer, OBE. = Observee)

#### Pre-observation Conference:

OBR.: My purpose in doing this research is to conduct various classroom observation techniques which particularly focus on the observed teachers', whom I call 'observees', classroom performance and get their opinions and expectations about the applied approach.

OBE.: Yes, I see.

OBR.: I'm going to observe you but my aim is not to evaluate or assess you, which means focusing on how you teach. I'll just try to note down what you do in class. So, the transcript I'll prepare while you are teaching will just reflect what you actually did. Like a mirror, you see?

OBE.: Yes.



OBR.: You won't get a grade or you won't be told what was wrong or right in your teaching. I myself have just a teaching experience of three years, two years at YADIM and one year at a private school. I mean, I am neither very experienced nor do I see myself to have the right to decide on what was wrong or right in your instruction. I just aim to demonstrate that an appropriately chosen observation process can enhance teachers' development in terms of specific classroom performance.

OBE.: That sounds interesting. To be honest. I have to say that at the beginning I did not like the idea of being observed because I had a very bad observation experience as a student teacher when we of course were given grades.

#### Post-observation Conference:

OBR.: My aim is to jointly compare similarities and differences between your teaching practices and beliefs and my teaching because this will reveal multiple interpretations of the things we discover in your teaching. I mean something which we can identify in your teaching could provide me insights into my own teaching as well as yours.

I can't tell you 'you might do this' because we won't have a contrasting conversation if I would, but I can say 'tomorrow do this and compare it with what you did'.

Let's say you did something very exciting, we then have to think about how to make it less exciting without judging whether excitement is 'good' or 'bad' for the students.

OBE.: I see, this sounds interesting. (looks at transcript one more). But here, I remember this.(refers to sixth excerpt) . One two, three, four, five. I ask five questions one after another. It now looks like a bombardment of questions to students but I really did not notice my asking that many questions. Interesting, really interesting.

OBR.: Maybe my students know the answer but can not answer because of my continuously asking questions. They may get confused.

OBR.: Yes, it maybe.

OBE.: Or it is just that when they are about answering, I ask another question so that they lose the interest in responding.

Shall I then try the other way around to understand whether it is that way or not?

OBR.: What do you mean by other way around?

OBE.: I mean, maybe I should teach differently. Give them more time to respond.

(For complete examples of a pre-and post-observation conference see Appendices O and P).

Three different types of data collection instruments were used in this study: questionnaires, observations and interviews. The classroom observational data for each subject was used only as a basis for discussion in the post-observation conferences with that subject. Transcripts of observational data are presented in Appendices J, K, L, M , and N. These observational data were not at focus in this study and are not analyzed formally. This chapter presents the quantitative data analysis of the questionnaire results through percentages, means and correlative analysis and the qualitative data analysis of the interview responses through tables summarizing the comments made by each subject.

The questionnaire, consisting of 12 items, was administered to the five subjects. It was given to the subjects at the end of each subjects' pre-observation conference. The questionnaire aimed to elicit the subjects' opinions about how they would feel when being observed in class, and, furthermore, the subjects' expectations and opinions about observations. Additionally, questions related to the observations and the subjects' interest in undertaking teacher development were part of the questionnaire.

The questions in the questionnaire fell into eight categories, as seen in Table 4.

Table 4

Questionnaire Categories of Questions in Questionnaire

Category of Question	Questions in Category
Demographic Information	1, 2, 3
Preferred Teacher Development Sources	4, 5, 6
Teacher Self-awareness of own Teaching	7
Feelings and Opinions about 'being observed in class'	8
Inhibiting Factors for going through Classroom Observations	9
Main Focus in Observing Teachers	10
Opinions about Classroom Observations within Teacher Training Programs	11
Ideas about how Classroom Observations might be conducted	12

The questionnaire questions 1, 2, 3, 4, 5, 6, 7 and 9 were analyzed quantitatively, whereas the open-ended questions 8, 11, 12 were analyzed qualitatively.

The observational data are given in transcripts prepared by the researcher (see Appendices J, K, L, M, N). These data were used in the post-observation conferences as input for interpreting and discussing the observed lesson jointly by the observer and observee.

The specific teaching performances reported by all subjects are presented in Table 5 which shows the by the observee requested focus of observation decided on in the pre-observation conference. The categories stated refer to the various stages of the observations.

Table 5

Report of Teaching Performance of each Subject

	Subject A	Subject B	Subject C	Subject D	Subject E
Identification of requested observation focus	Teacher questions	Teacher Instruction	T <-> SS Verbal Flow	Teacher Movements	Students' being at-task
Observation Findings	42 teacher questions	observation transcript	almost same amount of language flow between teacher and students	teacher usually moves between teacher's desk and blackboard	observing students every five minutes; some ss always off task
Observees' reflection on findings	"like a bombardment of questions" "I ask too many questions so that they loose the interest in responding"	"same type of praising" "use of authentic language"	"some ss did not respond at all" "little teacher praise or encouragement"	"I walk too much between the desk and the board" "prefer going to the board from the right" "good monitoring"	"some students are not at-task at all"
Inspiration for change	"Maybe I should teach differently"	"I should not use well done, good so often"	"Involve ss more"	"I should be aware about how I walk in class"	"I must find ways to get all students at-task"
Decision for change	"Give students more time to respond"	"Use a variety of expressions to praise students"	"Use activities which make ss respond more often"	"stay at different places in class and approach the blackboard from both sides"	"look for activities which entail all skills"

Note: Expressions given in footnotes are originally quotes of subjects.

T.= Teacher, SS = Students

The first category in the table reflects the observation focus requested by the subject and which was determined in the pre-observation conference. The outcome of the observation is given under the second category 'observation findings drawing on the data collected during the actual observation of the observee. The responses to the last three categories are outcomes of post-observation conferences with each subject , where subjects first state their reflection on the transcribed lesson, then talk about

what possible changes they may make given the observational data and finally decide on how to change their specific teaching performance.

The interview questions (see Appendix B) consisted of six questions of which only five were analyzed as the sixth question, asking for any comment on something the subjects did not like throughout the observation procedure, was not answered by any subject. The interview questions sought subjects' comments to the following points:

- 1) Feelings throughout the Steps of CCA
- 2) Ideas about CCA
- 3) Opinions about CCA being helpful to see one's own Weakness
- 4) Opinions on whether CCA fosters Teacher Development
- 5) Opinions on whether CCA should be applied throughout a Teacher's Teaching Career.

For the analysis of the interview responses coding was used as a means for categorizing the different kinds of replies. The interview responses which were gathered during the post-observation conferences were analyzed by determining recurring themes under pre-determined headings which were developed from the interview questions based on the research questions. Responses were then reformulated into descriptions reflecting the responses of the subjects.

## Overview of Analytical Procedures

### Analysis of Questionnaire

Table 6 provides the gender of the subjects who participated in this study, their teaching experience in the field of English Language Teaching (ELT), and more particularly their teaching experience at YADIM.

Table 6

#### Demographic Information (Q. 1,2,3)

Subjects	A	B	C	D	E
Gender	female	female	female	female	female
Teaching experience	one to five years	one to five years	less than one year	one to five years	one to five years
Teaching experience at YADIM	less than one year	one to two years	less than one year	less than one year	one to two years

As can be seen from Table 6, only female teachers contributed to this study as no male teacher was available at the time the research was conducted. Four out of five subjects had a teaching background of one to five years (Subjects A, B, D, E), whereas one of the subjects had teaching experience which was less than one year (Subject C). The table further shows that, subject D's teaching experience at YADIM was not as long as her general teaching experience, which means that subject D had teaching experience at another institute before she started working at YADIM.

## Results of the Study

### Preferred Teacher Development Sources

Question 4 on the questionnaire investigated how the observees' solve difficulties in their English language teaching. The following table shows each subject's individual rating and the mean scores and percentages calculated out of the given ratings.

Table 7

#### Source of Help in Solving ELT Problems (Q.4)

Source of Help	Subjects					M	Rating Scale Percentage				
	A	B	C	D	E		1	2	3	4	5
1) Reference books on ELT	3	3	4	3	3	3.2	0%	0%	80%	20%	0%
2) Colleagues teaching at YADIM	3	5	1	2	2	2.8	20%	40%	20%	0%	20%
3) Colleagues teaching at other institutes	4	4	3	5	5	4.2	0%	0%	20%	40%	40%
4) Administration at YADIM	4	5	5	5	5	4.8	0%	0%	0%	20%	80%
5) Nobody	3	3	2	5	4	3.4	0%	20%	40%	20%	20%

1 = always, 2 = usually, 3 = sometimes, 4 = rarely, 5 = never

As can be seen from Table 7 the lowest mean score is 2.8, which means that all five subjects "sometimes" resort to the same problem solution strategy in teaching, which is consulting colleagues who are teaching at YADIM. Moreover, four subjects (80%) "never" consult the administration at YADIM and again four subjects (80%) "sometimes" consult reference books on ELT.

Table 8 presents the frequencies in percentages for responses concerning the strategies used by the subjects for their professional development in ELT.

Table 8

Strategies for ELT Development (Q.5)

Strategies	Subjects					M	Rating Scale Percentages				
	A	B	C	D	E		1	2	3	4	5
1) Attending conferences, seminars, and workshops	2	2	1	1	2	1.6	40%	60%	0%	0%	0%
2) Holding meeting with colleagues	2	3	3	2	2	2.8	0%	40%	60%	0%	0%
3) Following the latest publications	2	3	2	3	4	2.8	0%	40%	40%	20%	0%
4) Watching colleagues' in class-teaching	5	4	4	4	5	4.4	0%	0%	0%	60%	40%

1 = always, 2 = usually, 3 = sometimes, 4 = rarely, 5 = never

Question 5 of the questionnaire asked subjects how often they make use of the strategies given in Table 8 for their own ELT development. The lowest mean score of 1.6 which refers to the item "attending conferences, seminars and workshops", shows that most of the subjects "always" or "usually" attend conferences, seminars and workshops to develop themselves in the field of ELT in order to develop their professional knowledge in that field. The highest mean score, however, is 4.4 and shows that three subjects (60%) "rarely" and two subjects (40%) "never" intend to watch other colleagues' in-class teaching.

Table 9 presents the responses to question 6, which investigated six sources preferred by the subjects leading to ELT development. The six



factors and the ranking given by each subject across all sources are provided in Table 9.

Table 9

Preference of Sources leading to ELT Development (Q.6)

Sources	Subjects					M
	A	B	C	D	E	
1) Colleagues at YADIM with more experience	1	3	2	2	3	2.2
2) Colleagues at YADIM with as much experience as oneself	2	5	6	4	5	4.4
3) Teacher trainers working at YADIM	3	1	1	3	1	1.8
4) A colleague at YADIM who is also a close friend	4	4	4	1	6	3.8
5) A colleague who is not known personally	6	6	5	6	4	5.4
6) Teacher trainer who is not known personally	5	2	3	5	2	3.4

Ranking Scale: 1 = most preferred -> 6 = least preferred  
Correlation of Preference of all five subjects  $W = .52$   $p < .1$

As can be seen from Table 9, it may be inferred that the sources with the highest mean scores are those which are not much preferred by the subjects for helping them to develop themselves. On the contrary, the lowest mean scores indicate that the sources 1 and 3, which are "colleagues at YADIM having more experience than the observees themselves" and "teacher trainers working at YADIM" are the most preferred sources leading to ELT development. The Kendall Coefficient (Kendall / W) for these rankings was calculated as .52. This means that the five subjects have relatively little agreement in their rankings of the preference of sources helping them to develop their teaching. The correlation is not significant.

### Teacher Self-awareness of own Teaching

The following table reflects the subjects' reported awareness of various classroom performance features.

Table 10

#### Awareness of Various Classroom Performance Features (Q.7)

Classroom Performance Features	Subjects					M	Rating Scale Percentage				
	A	B	C	D	E		1	2	3	4	5
1) Whether during an activity individual students are engaged in the task	1	2	1	1	1	1.2	80%	20%	0%	0%	0%
2) How the interaction between peers in class is	2	2	1	2	2	1.8	20%	80%	0%	0%	0%
3) How the teacher and individual students walk from section of the class to another	1	2	1	4	1	1.8	60%	20%	0%	20%	0%
4) How you give instructions	1	1	1	2	2	1.4	60%	40%	0%	0%	0%
1 = always aware, 2 = usually aware, 3 = sometimes aware, 4 = rarely aware, 5 = never aware											

As can be seen from Table 10, the majority of the subjects are "always aware" (80%) of the students' task engagement (see Item 1). They are "usually aware" of the interaction which takes place between peers while the subjects are teaching (see Item 2).

Question 8, the first open-ended question of the questionnaire, was answered by all subjects. The aim of asking an open-ended question was to enable teachers to indicate their feelings and opinions about the expression 'being observed in class'. To analyze the data provided by the open-ended questions, the responses were categorized as follows: definitions, first reflection and change of first reflection throughout observation process.

### Feelings and Opinions about 'being observed in class'

This question asked the subjects to state their preconceived notions about classroom observations by writing down the things which first came into their minds when thinking about the expression 'being observed in class' (see Appendix D).

Table 11

#### Preconceived Notions expressed after the Pre-observation Conference about the anticipation 'being observed in class' (Q.8)

Themes	Subject A	Subject B	Subject C	Subject D	Subject E
Definitions of the expression "being observed in class"	Being observed by someone who has the same professional knowledge	Being observed by teachers Being observed by students Being observed by colleagues	Being observed for having a chance to evaluate oneself	—	Evaluation by someone else
First Reflection in pre-observation conference about classroom observations in general	frightening	—	beneficial	Absolutely irritated when observed by more experienced teacher	a bit nervous
Change of first reflection throughout pre-observation conference	Frightened because of prior experienced teaching practice observation =>Comfortable because of applied new observation approach	—	—	Absolutely irritated because of observer's being more experienced =>Feels at ease because of colleague's being the observer	Little bit nervous because of being observed =>More relaxed and pleased, if being informed about the points going to be covered in the observation

Note: — = no information on this aspect was stated by the subject  
=> = first reflection changed into

Subjects provided varying definitions of the term 'being observed in class'. Three of the subjects (A, B, E) defined the expression 'being observed in class' as being observed by someone else, whereas one subject (C) did not think about a person but rather about the act of observation itself

and regarded the in-class observation as an opportunity to evaluate herself.

One subject (D) did not define the term at all.

The second theme presented when analyzing question 8, was the initial reflection the subjects had when thinking about the expression 'being observed in class'. Three of the four subjects (A, D, E) had a negative reflection. However, subject C's first reflection was positive. Subject C stated her first reflection as "beneficial" in contrast to three other subjects' comments, which were "frightening", "absolutely irritated with a more experienced observer" and "a little bit nervous".

Changes in the first reflection after experiencing the pre-observation phase with the researcher was noted in subject A, D and E's responses. This change was a positive one in regard to the subjects' feelings towards being observed. The reasons for their change in feeling were different. Subject A indicated that she, as an observee, had experienced a frightening observation during her education at the English Language Teaching Department (see Appendix E), whereas CCA applied by the researcher made her feel comfortable. Subject D stated that being observed by a more experienced teacher or a teacher trainer causes her to feel totally irritated, whereas she stated that she felt at ease when observed by the researcher who at the same time was a colleague with almost the same teaching experience (see Appendix H). Subject E also felt negative when commenting on 'being observed in class' and worded this negative feeling as "feeling a little bit nervous". However, she mentioned that being informed about the points which are going to be covered in the observation, which

means knowing which aspects they agree the observer will look at, made her feel more relaxed and pleased so that she hoped not to feel tension anymore during observation.

### Inhibiting factors for going through Classroom Observations

Question 9 on the questionnaire sought to elicit subjects' thoughts on possible negative factors for going through classroom observations.

Table 12

#### Reasons for not wanting to be Observed in Class (Q.9)

Reasons	Subjects					M	Rating Scale Percentage				
	A	B	C	D	E		1	2	3	4	5
1) Not being informed on time about the observation	3	2	2	1	4	2.6	20%	40%	20%	20%	0%
2) Not knowing what is going to be observed	2	2	3	4	3	2.8	0%	40%	40%	20%	0%
3) Feeling uncomfortable because of being observed	3	4	4	2	2	3.0	0%	40%	20%	40%	0%
4) Not believing in the necessity of observations	5	5	5	4	4	4.6	0%	0%	0%	40%	60%
5) Being observed means being evaluated	3	4	4	3	4	3.6	0%	0%	40%	60%	0%
6) Observations create stress and upset on the part of the observed teacher	3	3	4	2	2	2.8	0%	40%	40%	20%	0%

1 = strongly agree, 2 = agree, 3 = neutral 4 = disagree, 5 = strongly disagree

As can be seen from Table 12, the factors which might prevent the subjects from wanting someone to observe their in-class teaching are those with the lowest mean which are, items 1, 2 and 6. Two subjects (40%) agreed that "not being informed on time about the observation" and "not

knowing what is going to be observed” might prevent them from wanting to have someone observe their in-class teaching. It then may be concluded that besides the fact that observations themselves create stress on the part of the observee (40% agreed on this factor), the factors which mostly affect teachers’ not wanting to be observed are “not knowing when and how the observations will be conducted”. It seems then that teachers want to be informed about the ‘why’ and ‘when’ of the observation before allowing others to observe them.

### Main Focus in Observing Teachers

This question sought to find out what the subjects think has to be the main concern of the observers in observing teachers.

Table 13

### Ranking of Items Concerning ‘Observing Teachers’ (Q.10)

Items	Subjects					M
	A	B	C	D	E	
1) Evaluating teachers’ classroom performance	4	4	4	4	3	3.8
2) Assessing teachers’ classroom performance	3	3	3	3	4	3.2
3) Showing teachers both, their weaknesses and strengths	2	2	1	2	2	1.8
4) Providing teachers a chance for self-development	1	1	2	1	1	1.2

Ranking Scale: 1 = most important -> 4 = least important

Correlation of agreement on appropriate goals of observing teachers  $W = 0.872$   $p < .01$

Table 13 presents the responses of the five subjects (A, B, C, D, E).

The question is how well these subjects agree in their rankings on the importance of items 1, 2, 3 and 4. As can be seen from the table, the lowest

mean is 1.2 (see Item 4), which indicates that most subjects agreed that “providing teachers a chance for self-development” should be the main focus for observers’ observing teachers’ in-class teaching. Four subjects (80%) indicated item 4 as the most important concern an observer should have in mind when observing teachers, whereas again four subjects (80%) thought that item 1 (“evaluating teachers’ classroom performance”) should be the least important concern of an observer when observing teachers.

The Kendall Coefficient (Kendall / W) was calculated at 0.872. This result is significant and shows that almost all subjects agree in their ranking of the items concerning ‘observing teachers’. This is also explicit when looking at the rankings in Table 13. Subjects A, B and D are in complete agreement with each other, whereas both, subjects C and E differ in their rankings from the other three on just two items. Given the highest means (Item 1 = 3.8 and Item 2 = 3.2), it can thus be concluded that the subjects’ reject being observed for evaluation, assessment or both. The lowest means, however, (Item 3 = 1.8 and Item 4 = 1.2) indicate the subjects’ preferences for being observed, which means that the subjects would prefer to be observed for weaknesses and strengths or for self-development opportunities.

#### Opinions about Classroom Observations within Teacher Training Programs

The second open-ended question aimed to elicit subjects’ knowledge on how they think classroom observations within a teacher training program are conducted.

Table 14

Opinions about Classroom Observations within Teacher Training Programs (Q.11)

Categories	Subject A	Subject B	Subject C	Subject D	Subject E
Experience	—	—	Was observed within methodology class at university	—	—
Knowledge	no opinion	no opinion	Observer looks at appearance, command of language, use of audio-visuals, classroom management, error correction etc.	no opinion	no opinion

Note: — = no information on that aspect was stated by the subject.

Subjects were asked to write “no opinion” in case they did not have any idea on how classroom observations within a teacher training course are conducted (see Appendix D). As shown in Table 14, four subjects (80%, A, B, D, E) did not have any idea about how classroom observations within a teacher training program are conducted. One subject had experienced a classroom observation during her time as a student teacher and had a negative attitude towards classroom observations because of her experience. It may be assumed that other subjects had experienced some form of classroom observation during their education as well (educational classroom observations), because all English Teaching Departments usually incorporate a methodology courses in which student teachers have to go through at least one classroom observation and are evaluated according to their instruction. However, the other subjects did not mention such experience.



Ideas about how Classroom Observations might be conducted

Those subjects who did not answer question 11 were asked to complete question 12, which asked them to write how they think classroom observations might be conducted (see Appendix D). The answers are presented in Table 15.

Table 15

Opinions about how Classroom Observations might be conducted (Q.12)

Category	Subject A	Subject B	Subject C	Subject D	Subject E
Opinions	Someone sitting silently in back of class observing mainly teacher	Observer not interfering in flow of lesson	—	If observation is a must then better be done by peers, so that observee feels positive towards observation	Not done for evaluating teachers  Observees informed in advance  Observee can choose observer  Aim: provides observee with suggestions for further guiding

Note: — = no information on that aspect was stated by the subject

Subject C, who had answered the previous question which asked for prior knowledge on classroom observations did not answer this question which asked for general ideas on classroom observations.

As can be seen in Table 15, all subjects who answered this question, commented on how the observer should be. However, the comments differed in the way the observer was seen. Two subjects (40%, A, B) did not mention a specific person to be the observer, whereas subject D stated that if there has to be an observation, it should be conducted by a colleague,

subject E elaborated on this by saying that the observee has to have the right to choose the person she will be observed by.

A kind of definition for the term 'observer' is provided by three subjects (60%) saying that an observer is "someone sitting in the back of the class who mainly observes the teacher, someone who does not interfere in the flow of the lesson while watching it" and "a guide providing suggestions for further teaching".

Three out of four subjects had a more positive attitude towards observation as they say that "the observer just sits there without interfering", "the aim is not evaluation" and that "tension can be decreased through being observed by colleagues". It seems that three subjects of the four responding subjects believe in the value of classroom observations.

### Analysis of Interview Responses

Interviews were conducted at the end of each post-discussion with the subjects, in order to elicit subjects' ideas about CCA.

The first question of the interview asked the subjects to comment on how they felt during the whole observation, which included the pre-session, the observation itself and the post-discussion. Responses of each subject are displayed in Table 16.

Table 16

Feelings throughout the Process of CCA (I.1)

Category	Subject A	Subject B	Subject C	Subject D	Subject E
Feelings at pre-stage	first did not know what to expect	curious about the aim	knowing in advance what will be observed was nice	———	not curious about what will happen because was explained
Feelings at observation	quite relaxed  panicked because of students not having books  forgot observer's presence  as if observer is visitor	not comfortable at beginning  once lesson started, observer was disregarded	not excited but comfortable  like ordinary lesson	little bit stressful because of being observed  not much effected because observer was colleague	in tense first five minutes because of colleagues' observing but then relaxed  did not want to do something wrong  forgot observer's presence
Feelings at post-stage	compared horrible student-teacher observation with this observation, which was really ok.	———	very useful for self-development because showed what happened in class	———	glad to see transcript (what students did in class)

Responses given about the pre-stage reflected that two subjects (A, B), although briefed by the researcher at the beginning of the pre-observation conference, were not sure of the aim and what to expect, whereas two other subjects (C, E) stated that they were not curious because the aims had been explained in advance. One subject (D) did not comment on her feelings during the pre-observation conference.

Table 16 shows that none of the subjects (100%) felt very disturbed by the observer except at the beginning of the lesson. Moreover, 80% of the subjects mentioned that they forgot about the presence of the observer during the flow of the lesson. Three subjects expressed positive feelings in

the post-observation conference and commented that “this observation was really ok”, “very useful for self-development” and “glad to see the transcript”.

The second interview question asked subjects’ ideas about CCA observations after observation and the responses are given in Table 17.

Table 17

Ideas about CCs (I. 2)

Category	Subject A	Subject B	Subject C	Subject D	Subject E
Ideas	more profitable  nobody who says 'here is a problem -solve it'  good because realized mistake by myself	good way of giving feedback together  don't get hurt  no criticism	better to be on equal basis  causes relaxation	makes teacher feel better about observations  no superior or inferior  feeling of being equal	informing teacher about observation focus decreases tension

Table 17 illustrates that all subjects had positive ideas about the usage of ‘contrasting conversations’ at the post-conferences of the classroom observations. Subjects commented on its use as follows: “more profitable”, “nobody gets hurt”, “better to be on equal basis”, “no superior or inferior person” and “informing teacher on focus of observation decreases tension”. These comments show that observees had a positive attitude towards using ‘contrasting conversations’.

Table 18 shows subjects’ ideas about whether they think CCA was helpful and in which aspects it was.

Table 18

Opinions about CCA being helpful to see one's own Weakness (I. 3)

Categories	Subject A	Subject B	Subject C	Subject D	Subject E
Seeing Weaknesses	No	No	No, one class hour not enough to decide	No	Yes, helped me to find some weaknesses
Raising Awareness	—	Realized that I should not use a particular kind of approach	Noticed some points I can try to overcome	Now aware of some mistakes and weaknesses	Made me think and ask myself some questions

By replying to the third interview question, subjects put forth their opinions on whether they think that the observation helped them to see their weaknesses. Subjects preferred not to use the expression “weakness” and answered the question in two different ways. Subjects comments were gathered under two categories which are: “seeing a weakness” and “becoming aware of a teaching aspect”. In Table 18, these categories are illustrated as “Seeing Weaknesses” and “ Raising Awareness”.

The next table will reflect subjects’ responses to the question whether they think CCA fosters Teacher Development.

Table 19

Opinions on whether CCA fosters Teacher Development (I 4)

Category	Subject A	Subject B	Subject C	Subject D	Subject E
Opinions	It was developmental because it was not like being assessed or evaluated	Doing the same mistakes wouldn't help students or teachers but through this kind of observation teachers can develop their classroom performance	If you accept that you have your strengths and weaknesses this kind of observation will be developmental	Not very developmental because no assessment takes place	Teachers may be able to develop teaching through transcripts because they provide a guide for developing own classroom performance

As can be seen from Table 19, four subjects (80%) were in agreement that CCA will help teachers to develop themselves. However, the subjects' reasons regarding CCA for leading to teacher development are different. Two subjects (B, E) defined the classroom observation conducted by the researcher as leading to teacher development because they were able to look at the transcripts and had the chance to find their mistakes on their own, whereas another subject stated that CCA will lead to the development of a teacher only if the teacher knows and accepts that everybody has his/her weaknesses and strengths. Subject A, mentioned that she found CCA helpful for teacher development because no assessment or evaluation took place. This comment, however, contradicted with what Subject D said. According to Subject D the observational process was not developmental because no assessment took place.

Table 20

Opinions on whether CCA should be applied throughout a Teacher's Teaching Career (I 5)

Categories	Subject A	Subject B	Subject C	Subject D	Subject E
Response	Maybe yes	Yes, I would like to	Yes, of course	Yes, but depends on who observes	Yes, why not.
Reasons	Not to make teaching a habit	Because teachers can hereby develop themselves	Being aware classroom performance providing a guide for further teaching	—————	Teacher should be observed every five years the least because observations help to find answers more quickly

Table 20 shows that there was 100% agreement in the subjects' wish to go through CCA throughout their teaching career at several time intervals. All five subjects replied positively to interview question 5 but stated different reasons for wanting to go through the process. One subject (A) believed that teachers should go through classroom observations like those conducted by the researcher in order "not to make teaching a habit", two subjects (B, C) stated that they would like to go through CCA because they think that this approach would help them to develop themselves for their further teaching. Subject E, further said that "teachers should be observed every five years the least because these kind of observations help to find answers more quickly".

This chapter presented the findings of the study which will be summarized and discussed in the next chapter.

## CHAPTER 5 CONCLUSION

The previous chapter presented the analysis of data that were collected through questionnaires and interviews. This chapter provides discussion of the findings under the following headings: Overview of the Study, Summary of Questionnaire Findings, Summary of Interview Findings, and Discussion to Research Questions in the light of the data. Limitations of this Study, Implications for Further Research and Pedagogical Implications are also discussed.

### Overview of the Study

This study investigated the feasibility of a 'Contrasting Conversations Approach' to enhance teacher development. The subjects for the study were five female teachers of English with a maximum of two years of teaching experience at YADIM ,Preparatory School of English at Çukurova University, Adana. In order to collect data, questionnaires were administered in the pre-observation conference and interviews were held after the post-observation conference. Furthermore, observational data were collected by the researcher through classroom observations using five different observation instruments (see Appendix A), with which she observed the subjects' classroom performance (see Appendices, J, K, L, M, N) which were used as a starting point for discussion in the post-observation conference

The questionnaires consisted of four types of questions and the questions on the questionnaire fell into eight categories: Demographic



Information, Preferred Teacher Development Sources, Teacher Self-awareness of own Teaching, Feelings and Opinions about 'being observed in class', Inhibiting Factors for going through Classroom Observations, Main Focus in Observing Teachers, Opinions about Classroom Observations within Teacher Training Programs, and Ideas about how Classroom Observations might be conducted. The open-ended questions on the questionnaire (Q.8,11,12) sought to elicit subjects' opinions and expectations about classroom observations in general.

For rating questions in the questionnaire means and rating percentages were calculated; ranking question results were displayed with means and comparison of subjects' rankings.

Interviews with the subjects were conducted according to the pre-determined issues based on the research questions (see Appendix B for interview questions). The interviews were conducted at the end of the post-observation conferences and took about 10 to 15 minutes; all were conducted in English. All interview questions were analyzed by recurring themes under categories and sought to get opinions and expectations of the observational approach applied by the researcher., whereas the interview questions sought to obtain expectations and opinions concerning CCA. The interview questions were prepared by the researcher.

The three research questions of this study were as follows:

- 1) Can the 'Contrasting Conversations Approach' (CCA) help to identify teachers' specific classroom performances?
- 2) Is the 'Contrasting Conversations Approach' (CCA) helpful for enhancing teachers' development in terms of specific classroom performances?
- 3) What are the expectations and opinions of the observed teachers before, during and after the CCA phases?

### Summary of Questionnaire Findings

In this section, general findings of the questionnaire are summarized on the basis of quantitative and qualitative analysis.

### Preferred Teacher Development Sources

Questions 4, 5 and 6 of the questionnaire investigated the teacher development sources mainly preferred by the subjects. Findings indicate that 80% of the subjects (see Table 7) prefer "reference books on ELT" as a source of help in solving problems in the field of English Language Teaching. Furthermore, responses to question 5 and 6 indicate that the subjects "rarely" or "never" (see Table 8) prefer going into classes of other teachers and watching their colleagues' in-class teaching as a strategy for ELT development. The subjects' most preferred source leading to ELT development was "teacher trainers working at YADIM" (see Table 9). The rankings for question 6 on the questionnaire additionally indicated that the least preferred source of the subjects which would lead them to ELT

development is source five, which is "a colleague who is not known personally" (see Table 9).

It can thus be concluded that the subjects do not like the idea of being observed while teaching and additionally do not favor the idea of observing their colleagues for improving their own development in the field of ELT. It seems that the subjects prefer to consult books rather than colleagues for help or as a means for their own professional development. It can furthermore be inferred that if there has to be a person leading them to development, they would prefer somebody who is more experienced in the field of ELT than they are (Source 1, Table 9) or a teacher trainer, which means teachers who are trained to teach novice teachers (Source 3, Table 9). It was also striking that all subjects' (100%) preferred most an observer that was somebody they already knew, (Subject B, C, E "teacher trainers working at YADIM"; Subject A "colleagues at YADIM with more experience"; Subject D "a colleague at YADIM who is also a close friend"). In contrast, 60% of the subjects' next to last and one subject's last choice would be to have a colleague at YADIM who is also a close friend to observe their in-class teaching.

It appears then that, the subjects would prefer a more experienced teacher trainer rather than a colleague with as much experience as themselves or to a colleague who is also a close friend. A possible reason for this may be that they think that only someone with more experience may be able to help them and preferably someone who is regarded as superior, such as a trainer. Furthermore, the reason for not wanting a close friend to

observe them, may be that they do not want the close friend to gain insight into their professional life, which may mean an examination of strengths in teaching.

To conclude, it can be put forth that observations, in fact, can serve as an instrument for enhancing teacher development in terms of classroom performance if the *right* observer is chosen. Here, 'right' refers to the choice of the observee. It has to be up to the observee to decide who s/he wants to conduct the observation. 'Being observed' on its own has a negative effect on teachers as they would prefer a non human source to help them to improve, so if it has to be a human source, this person should be someone who makes them feel comfortable.

### Teacher Self-awareness of own Teaching

Findings of question 7 on the questionnaire show that all subjects are mostly aware of their classroom performances. However, subject C seemed to be more aware of what happens in her class (see Table 10). When looking at the teaching experience of subject C (see Table 6), it appears that she is the one with the least experience of the five subjects (less than one year teaching experience which was acquired at YADIM). It can then be put forth that because of her being inexperienced she pays more attention to what goes on in her classroom and always tries to be aware of her own as well as her students' behaviors.

### Feelings and Opinions about 'being observed in class'

In order to elicit the subjects' preconceived notions about the expression 'being observed in class' the subjects were asked to write down what first comes to their minds when thinking about that expression. The results showed that subject C was the only person regarding classroom observations as something positive (see Table 11). Three subjects' first reflections turned out to be negative but changed into a positive reflection firstly after being informed of how the observation process would be conducted and secondly because of the observer happened to be a colleague.

Hence, it can be said that the pre-observation conference plays an immense role in making the teacher feel comfortable during a classroom observation. More importantly, the pre-observation conference turned out to be crucial in order to create the atmosphere which is needed for a fruitful classroom observation. Thus, it can be said that the relationship between the two parties of a classroom observation is of great importance as it affects the outcome of the observation.

### Inhibiting Factors for going through Classroom Observations

The subjects were asked to indicate the reasons which would prevent them from wanting someone to observe their in-class teaching. The responses showed that all five subjects believe in the necessity of classroom observations, however, they also indicated that there are various reasons which might prevent them from wanting someone to observe their in-class

teaching. The findings revealed that factors like, “not being informed on time about the classroom observation”, “not knowing what is going to be observed”, and the simple reason of “feeling uncomfortable because of the fact that observations create stress on the part of the observed teacher”, may create a negative attitude towards the prospect of ‘being observed’.

It can thus be concluded that teachers more likely accept the idea of ‘being observed in class’ provided that the factors which create a negative attitude could somehow be eliminated.

#### Main Focus in Observing Teachers

In addition to the factors which might prevent teachers from wanting to be observed while teaching, the question of what should be the focus of the observation was investigated. When asked what they would like to be the focus of their classroom observations, four subjects (80%) were in total agreement that ‘providing teachers a chance for self-development’ is the item they would like to be the principal focus of classroom observations. Subject C responded differently stating that she regarded ‘showing teachers both their weaknesses and strengths’ as the most important item and wanted it to be the focus of classroom observations. There was 100% agreement in the ranking of the least desirable concern, which was “evaluating teachers’ classroom performance” (see Table 12).

### Opinions about Classroom Observations within Teacher Training Programs

This category elicited the subjects' opinions on how they think classroom observations within a teacher training program are conducted. Only subject C answered this question. It can be inferred then that subject C, the teacher with the minimum teaching experience, is also the teacher who graduated most recently from her department and therefore remembers the observation experience she had during the methodology course at her university the best. As student teachers have to go through an evaluative classroom observation as observees in order to graduate from an English Teaching Department, it can be inferred that all subjects had experienced some kind of classroom observation as student teachers but did not respond here because they either did not remember their experience or they thought that the question was asked to elicit particular information on classroom observations conducted within teacher training courses which they had not experienced yet.

### Ideas about how Classroom Observations might be conducted

As subjects did not have any on the job observation experience they were asked to state how they think on job classroom observations might be conducted.

Four subjects who indicated that they did not know how classroom observations within teacher training programs are conducted, stated their opinions about how they think those 'might' be conducted. 80% of the four subjects who responded to question 12 on the questionnaire seemed to have

a rather neutral attitude to how observations might be conducted. One subject's response (subject A), however, was negative in that she stated that a classroom observation might be conducted by someone sitting in the back of the class observing mainly the teacher. It is interesting to note that this subject was the person who expressed her preconceived notions for question eight (see Table 11) by saying that she was frightened of being observed because of her prior student teacher observation experience.

It can be concluded that prior observations which affected the observee in a negative way caused one observee to have a negative attitude towards classroom observations in general. However, the evidence of neutral attitude towards classroom observations before having experienced one, may show that teachers neither reject nor favor the idea of having someone observe their in-class teaching.

### Summary of Interview Findings

The interview questions were analyzed by determining recurring themes under pre-determined headings which were as follows: Feelings throughout the Process of CCA, Opinions about CCA, Opinions about CCA being helpful to see one's own Weakness, Opinions on whether CCA fosters Teacher Development, and Opinions on whether CCA should be applied throughout a Teacher's Teaching Career.



### Feelings throughout the Process of CCA

40% of the subjects indicated that they felt rather uncertain at the pre-stage of CCA because they did not know what to expect from the classroom observations (see Table 13). This uncertainty about the aim of the observations was surprising for the researcher as she had tried to explain the aim of the observations explicitly at the beginning of the observation process. One possible reason for this uncertainty may be that knowing that an observation is going to occur affects some observees attention. Another reason may be that observees become inhibited so that they do not ask for further explanations. Two subjects were uncertain of the observation process even though it had been previously explained. This may suggest that better explanations or clearer examples from the observer need to be given.

The reflections of the subjects on their feelings during the actual observation were all the same. All subjects stated that they feel disturbed by the observer's presence at the beginning of the lesson but they forgot about the observer's being in-class during the flow of the lesson.

Three subjects indicated at the post-stage of the observation process that their feelings were positive in that they said "this approach was ok", "very useful because it reflected what happened in class", and "glad to see transcript"; however, the two other subjects did not comment on this aspect. In sum, it can be said that although subjects felt a bit nervous at the beginning of the classroom observation, but forgot about the observer as they continued to teach. Thus, it can be put forth that the observees'

“became aware” or “asked themselves questions” because of what the observer discussed in the post-observation conference (see Table 19).

It seems then that the subjects’ observation experience resulted in their becoming more aware of what goes on in their classrooms and made them think about themselves and their way of teaching. To conclude, the findings show that CCA was beneficial in that it fostered teachers’ thinking about themselves and raised their awareness of what happened in their class while teaching.

#### Opinions on whether CCA fosters Teacher Development

Four subjects (80%) were in total agreement about CCA being a means to develop teachers’ classroom performance. This can indicate that teachers think of CCA as leading to teacher development (see Table 19). The reasons that the subjects put forth for the applied observation leading to the development of a teacher differed due to their interpretation of the term ‘development’. One subject stated that the observation could lead to development because she did not regard the observation as assessment or evaluation, whereas for another subject the observation was helpful for developing her teaching as it provided her the chance to look at the observation transcript. Subject C however, stated that an observation like the applied one will only be of help for development if the observee accepts that s/he has strengths as well as weaknesses. In contrast to these findings, one subject did not regard the applied observation as developmental because it did not provide any assessment or evaluation of her teaching.

It can thus be concluded that most subjects (80%) agreed on CCA fostering Teacher Development but had their own reasons.

Opinions on whether CCA should be applied throughout  
a Teacher's Teaching Career

Findings indicated that all subjects supported the idea of going through CCA at several time intervals throughout their teaching career (see Table 19). However, the reasons that were put forth to support their idea differed. Some of them made statements such as: "not to make teaching a habit", "because teachers can hereby develop themselves", "being aware of own classroom performance will provide a guide for further teaching", and "because observations help to find answers more quickly" are the reasons stated by four subjects. One subject did not answer this question and mentioned that her wish to be observed would totally depend on who the observer would be. According to these findings, it can be assumed that all five subjects would be eager to let someone observe their in-class teaching, provided that the conditions are similar to those in CCA.

### Discussion of Findings and Conclusions

This section discusses the three research questions in the light of the findings.

1) Can the 'Contrasting Conversations Approach' (CCA) help to identify teachers' specific classroom performances?

The findings of the questionnaire as well as interview responses revealed that CCA can help to identify teachers' classroom performances. The transcripts (see Appendices J, K, L, M, N), which mirror the observational data of every subject's classroom observation, reflect what the subjects wanted the researcher to observe. As the observees were provided with the transcripts of their observations they had the opportunity to see explicitly what went on in their classes. Giving observees the chance to see what they did turned out to be much more effective than telling them what they did. In fact, all subjects were able to figure out at least one aspect of their teaching which they would like to work on (see Table 18). It can then be inferred that providing observees with transcripts reflecting their teaching in terms of particularly classroom performance, will at the same time help them to identify their own classroom performances.

Reflections of all subjects to the observational data which was provided by the researcher as observer in the post-observation conference are shown in Table 5. The findings show that CCA can reveal various classroom performance variables if major considerations have been focused on beforehand. This means that the following questions: Who observes?, When does the observation take place?, What will be the focus of the

observation? And How will the observation be conducted? have to be answered jointly by the observer and observee before starting the observation process in order to be able to identify teachers' specific classroom performances.

2) Is the 'Contrasting Conversations Approach' (CCA) helpful for enhancing teachers' development in terms of specific classroom performances ?

This research question is best answered by focusing on responses given to interview questions one, two and four (see Tables 16, 17 and 19).

Comments made by the subjects about their feelings at each observation stage revealed that applying 'contrasting conversations' in the pre-and post-observation conferences made observees feel more relaxed and comfortable towards the idea of being observed while teaching and more importantly this helped to create a less stressful relationship between the observer and observee. This relaxed relationship then let observees discover new or unexpected features in their own teaching and thereby made them become aware of their own classroom performances. Table 17 illustrates explicitly all five subjects' opinions about the use of 'contrasting conversations' within the observation process. According to these findings, it can be said that the use of 'contrasting conversations' with these subjects fostered teachers' enhancing their classroom performance as it was a means which terminated the fear teachers usually have before and during classroom observations.

Yet another finding which supports the idea that CCA is helpful for enhancing teachers' development in terms of classroom performances is provided through in subjects' reflections on the observational data (see Table 5). The subjects were able to find out what they did in class without the interference of the observer.

As the answer of Research Question 1 also entails, it can be deduced that CCA can help to identify teachers' classroom performances but furthermore enables them to do the identification of further needs by themselves, which can be regarded as the first step for enhancing a teacher's own classroom performance. The second step then would be their deciding how to change their own classroom performances. Here it is crucial that the teachers by themselves are able to generate alternatives, find the different way without being coerced to do so. "The teacher as observee might see some new aspects in his teaching but more importantly should generate alternatives on his own" (Fanselow, 1997).

As Table 5 and subjects' responses to interview question three (see Table 18) show that CCA was regarded by most subjects as an approach which enhances teacher development (see Table 19). The observees stated that they were able to develop their teaching because of the observational data provided, the fact that they were not threatened with assessment or evaluation and moreover because they were able to identify their classroom performances on their own. At this point then it is necessary to review the drawbacks of traditional classroom observations once more.

As mentioned in the literature review the traditional classroom observations entail the scenario of a nervous teacher who is trying to perform correctly while the observer, sitting in the back of the class, has just to decide on what *good teaching* is and what *bad teaching* is. "The sole purpose of classroom observations is the diagnosis of serious and possibly disabling weaknesses in the teacher's teaching" (Cogan, 1973, p. 15). As the purpose of traditional observations is just to find a weakness in a teachers teaching it is quite reasonable that teachers who have to go through such a traditional observation will not feel comfortable at all. The fact that one's teaching is going to be observed is a justification for one's feeling of nervousness. As Williams (1989) states "classroom observations generally cause considerable stress and upset on the part of the teacher" (p. 85)

According to the findings of this study and the drawbacks of traditional classroom observations as mentioned in Chapter two, it can be deduced that there is a need for decreasing the tension teachers feel before and during classroom observations and trying to guide the observee towards teacher development. This study then suggests the use of 'contrasting conversations' and staying away from 'usual conversations' which do not seem to be of help to the observee. In this way the possibility of conducting fruitful classroom observations may be increased.

3) What are the expectations and opinions of the observed teachers before, during and after the CCA phases?

Findings showed that only one subject (C ) out of five expressed knowledge about how observations are conducted within teacher training courses (see Appendix D). Her opinion prior to experiencing the observation including 'contrasting conversations' was that 'observer looks at appearance, command of language, use of audio-visuals, classroom management, error correction etc'. Subject C who most of the time responded positively to the idea of being observed; however when her response is interpreted, it can be concluded that she thinks of classroom observations in the same way traditional classroom observations are described. This means that she has been observed during her university education and therefore regards the traditional observation kind as the only possible. Her expectations and opinions about classroom observations within teacher training courses reflect her views of the traditional observation approach.

The other four subjects' expectations and opinions before being observed were neither negative nor very positive (see Table 14). The responses could be interpreted as rather 'neutral' since they made statements on how observations should be conducted and how the observer should behave while observing the observee. Thus, it can be said that the subjects indicate that the observees should feel positive towards classroom observations, that observations should not be done solely for evaluation and that the observer should provide suggestions instead, that the observee should have the right to choose his/her observer and that the observer



should not interfere in the flow of the lesson but silently sit in the back of the class. What the subjects stated was a total reflection of their expectations and again shows that the main concern of the subjects was to have a less frightful observation which might be obtained through CCA.

The subjects' expectations and opinions during and after the observation could be elicited from the responses they gave to interview question one (see Table 15). One subject (Subject D) mentioned that she was not much affected by the observer's being a colleague, which was parallel to her expectation before the observation (see Table 14). As she said "if an observation has to be done than it should be done by a peer". Subject E, however, mentioned that the observee should have the right to choose her observer but most probably was not happy about her observer's being a colleague as she said she "was in tension because of colleagues' being observer".

As a result, it can be said that the expectations and opinions all subjects had before, during and after the observation stages were quite different and sometimes changed during the phases of the observation process. All five subjects thought more positively about classroom observations after experiencing CCA. In particular, subjects A, D and E had positive attitudes towards observations after having experienced CCA which is noticeable when comparing Table 10 with Table 16.

The overall findings showed considerable evidence that supports the argument of this study that people would favor 'contrasting conversations' to

usual conversations' (see Appendices O and P for examples of contrasting conversations conducted with subject A) for several reasons. Furthermore, results of the questionnaire and responses to the interviews proved that the researcher was able to conduct classroom observations which entailed a stage of 'contrasting conversations', which involves the following: having observees become accustomed to not being given absolute statements, looking at transcripts of the observer, being on an equal basis with the observer and participating as a peer. Another deserved outcome was to help teachers to see that there is not always one 'right' or one 'wrong' in teaching but that there is the possibility to make things which appear wrong, right depending on how you look at evidence of performance and performed outcomes.

According to the findings of this study, it can be stated that the 'Contrasting Conversations Approach' (CCA) helps observers and observees to have a fruitful classroom observations as it decreases the threat of 'being observed' and evaluated which observees usually have, through building a relaxed, and equal relationship between both parties. Moreover, CCA can foster teacher development by raising awareness of one's own teaching and supporting self-identification of teachers' classroom performances, which then naturally leads to a change in their teaching.

### Limitations of the Study

This study is limited to the responses of five subjects towards teacher development and their expectations and opinions on a new applied observation process entailing 'contrasting conversations' and which is called CCA. The subjects were all females as no male teacher was available at the institution at the time of research. This study can thus not be generalized to all novice teachers teaching at preparatory schools of universities in Turkey.

The reliability of the data may have been affected by the subjects' expectancy of how an observation has to be conducted, which means that all subjects had preconceived notions about classroom observations whether used for assessment or evaluation and that this fact may have affected subjects' opinions about the applied approach.

This study did not take into consideration the expectations and opinions of those who might have experienced 'usual observations'. While determining the guidelines of well organized and fruitful classroom observations, comments and opinions of more experienced observees could be considered.

### Implications for Further Research

This study sought to deal with only one aspect of 'contrasting conversations' which was to conduct them in pre-and post-observation conferences to help observees to generate alternatives by examining evidence of their own classroom teaching. This change has to occur for fulfilling the purpose of 'contrasting conversations'. This study then could be

used as a preliminary study for follow up studies based on conducting further classroom observations again with a 'contrasting conversations approach', which would this time observe subjects' classroom performance after they have generated alternatives to their prior teaching. It seems then that further research is essential to test the effectiveness of generating alternatives by use of CCA used as an observation approach.

Observational data in this study were presented only through five observation techniques which the observees were asked to choose out of. Since there are hosts of other possibly useful observation techniques that have been developed, future research might examine the usefulness of other kinds of observation techniques and observees' preferences among these.

### Pedagogical Implications

It is hoped that this study will provide guidelines for teacher trainers on how to conduct effective teacher training observations without putting the trainee under stress. This study should contribute to the field of teacher development by promoting an observation process option leading to collaboration between observer and observee which enhances professional development for both parties. Using this study as a guideline can provide teacher observers with the opportunity of working jointly with the observees. In addition, the findings of the study can provide observees the opportunity to become aware of how beneficial classroom observations can be.

It should also be of benefit to trainers to see what the focus of observation should be from the observees rather than the observers point of

view. The topics selected by observees as foci for observation should be richly instructive in this regard.

## REFERENCES

- Acheson, K. A., & Gall, M. D. (1980). Techniques in the clinical supervision of teachers. New York: Longman.
- Allwright, D. (1988). Observation in the language classroom. New York: Longman.
- Bell, L., & Day, C. (Eds.). (1991). Managing the professional development of teachers. Philadelphia: Open University.
- Blumer, cited in Encyclopedia of Educational Research. (1992). (5<sup>th</sup> ed.).
- Bowen, T., & Marks, J. (1994). Inside teaching. Oxford: Heineman Publisher.
- Brumfit, C., & Mitchell, R. (1990). Research in the language classroom. London: Macmillan.
- Cartwright, C. A., & Cartwright, G. P. (1974). Developing observation skills. UK: Hill Book Company.
- Chaudron, C. (1988). Second language classroom: research on teaching and learning. Cambridge: Cambridge University Press.
- Cogan, M. L. (1973). Clinical supervision. Boston: Houghton Mifflin Company.
- Day, R. R. (1990). Teacher observation in second language teacher education. In Richards, J. C., & Nunan, D. (Eds.), Second language teacher education (pp. 43-62). Cambridge: Cambridge University Press.

Dean, J. (1991). Professional development in school. Great Britain: Biddles Ltd Guildford and King's Lynn.

Ellis, R. (1990). Instructed second language acquisition. Oxford: Blackwell.

Ellis, R. (1994). The study of second language acquisition. Hong Kong: Oxford University Press.

Fanselow, J. F. (1987). Breaking rules. New York: Longman.

Fanselow, J. F. (1988). "Let's See": Contrasting conversations about teaching. TESOL Quarterly, 22, 113-130.

Fanselow, J. F. (1992). Contrasting conversations. New York: Longman.

Fanselow, J. F. (personal communication, June 24, 1997)

Freeman, D. (1982). Observing teachers: 3 approaches to in-service training and development. TESOL Quarterly, 16, 21-28.

Freeman, D. (1989). Teacher training, development, and decision making. TESOL Quarterly, 23, 27-47.

Freeman, D. (1990). Intervening in practice teaching. In Richards, J. C. & Nunan, D. (Eds.), Second language teacher education (pp. 103-117). Cambridge: Cambridge University Press.

Finocchiaro, M. (1988). Teacher development: A continuing process. English Teaching Forum, 26 (3), 2-5.

Fullan, M. G., & Steigelbauer, S. (1991). The new meaning of educational change. New York: Teachers College Press.

Gebhard, J. G., Gaitan, S., & Oprandy, R. (1990). Beyond prescription: the student teacher as investigator. In Richards, J. C., & Nunan, D. (Eds.), Second language teacher education (pp. 16-26). Cambridge: Cambridge University Press.

Goldhammer, R., Anderson, R. H., & Krajewsky, R. J. (1980). Clinical supervision: special methods for the supervision of teachers. (2<sup>nd</sup> ed.). New York: Holt, Reinhart & Winston.

Huxley, T. H. (1981). Guide to research, design, methods, and strategies (pp. 43-55). In (Eds.), Handbook in research and evaluation. New York: Longman.

Kennedy., cited in The international encyclopedia of education. (1994). (6<sup>th</sup> ed.). Great Britain: Pergamon.

Lange, D. L. (1990). A blueprint for teacher development. In Richards, J. C., & Nunan, D. (Eds.), Second language teacher education. (pp. 245-261). Cambridge: Cambridge University Press.

Maingay, cited in Tenjon-Okwen (1996). Lesson observation: the key to success. English Teaching Forum, 34 (2), 10-11.

McNergney, R. F., & Carrier, C. (1981). Teacher development. New York: Macmillan.

Medley, D. M., & Mitzel, H. E. (1963). Measuring classroom behavior by systematic observation. cited in Gage, N. L. Handbook of research on teaching. Chicago: Rand McNally.

Ober, R. L., Bentley, E. L., & Miller, E. (1971). Systematic observation of teaching. New Jersey: Englewood Cliffs.



- Sheal, P. (1989). Classroom observation: training the observer. ELT Journal, 43, 92-104.
- Sithamparam, S., & Dhamotharan, M. (1992). Peer networking towards self-direction in teacher development. English Teaching Forum, 30 (1), 12-15.
- Tenjoh-Okwen, T. (April 1996). Lesson observation the key to teacher development. English Teaching Forum, 34 (2), 10-13.
- Underhill, cited in Bowen, T., & Marks, J. (1994). Inside teaching. Oxford: Heineman Publisher.
- Wajnryb, R. (1992). Classroom observation tasks. Cambridge: Cambridge University Press.
- Wallace, M. J. (1991). Training for foreign language teachers: a reflective approach. Cambridge: Oxford University Press.
- Whitaker, P. (1993). Managing change in school. Buckingham, Philadelphia: Oxford University Press.
- Williams, M. (1989). A developmental view of classroom observations. ELT Journal, 43, 85-91.
- Wittrart, M. C. (1986). Handbook of research on teaching. US.

## Appendix A

### Observation Techniques Used in the Study

#### A1- Written Ethnography (Anecdotal Records)

The advantage of structured observation instruments such as at task, selective verbatim, and movement patterns is that they enable you to focus on a few classroom behaviors. Other classroom noise is screened out. But sometimes it is the "noise" (i.e., what you didn't plan to observe) that's most interesting. A particular teacher statement may strike you as especially good or bad or noteworthy. Possibly the teacher did something that made you think, "I wonder why she did that?"

Anecdotal records are a way to record classroom interaction using a wide lens. The basic technique is to make brief notes of events as they occur in the classroom. These notes form a "protocol" of what happened. Indeed, this is a favorite technique of anthropologists, who are highly trained in the process of making notes that objectively describe what happens in a different culture. The process of making intensive, direct observations is called *ethnography*.

The process of making good anecdotal records in supervisory observations is similar to the ethnographies anthropologists make in observing the workings of different cultures. (Isn't the classroom a "culture"?) In fact, educational researchers are making increasing use of ethnographic methods to learn how classrooms function. For example, David Berliner and William Tikunoff employed ethnographers to record observations of classrooms known to vary in learning effectiveness.<sup>1</sup>

We use *anecdotal record* to describe this technique because it suggests informality and reminds teacher and supervisor that the record is not complete. Like any other classroom observation technique, the anecdotal record provides a selective set of data for the teacher to examine. Another reason for the label anecdotal record is that it is less esoteric than, say, ethnographic protocol, to which this technique is related.

#### Technique

The anecdotal record is a good technique to use when the teacher cannot think of specific behaviors that should be observed. This situation is most likely to occur in the beginning stages of supervision, that is, when the teacher is first learning about the planning conference-classroom observation-feedback conference cycle. The teacher may comment, "I guess I'd just like a general idea of what I'm like as a teacher." As supervisor, you might then suggest the anecdotal record as a broad-focus technique for collecting descriptive data about teacher and student behavior. Audio and video recordings, discussed later in this chapter, are other possibilities.

The anecdotal record is a broad-focus technique, but you and the teacher will need to decide just how wide to open the lens. You can make anecdotal observations of the teacher, one student, one group of students, the whole class of students, or everyone in the class (teacher, students, teacher aides, etc.). The wider the lens, the more behaviors can be observed. As you narrow the lens, you will have a narrower set of behaviors to observe, but you will also have the opportunity to make more intensive descriptions of these behaviors.

The anecdotal record usually consists of short descriptive sentences. Each sentence summarizes a discrete observation. You may wish to start each sentence on a separate line and every so often record the time that an observation was made. Thus the teacher can get a sense of the temporal flow of the events that occurred.

The sentences should be as objective and nonevaluative as

possible. Instead of writing "Students are bored," you might note "Several students yawn; Jane looks out window." Instead of writing "Teacher does good job of giving directions," you might note "Teacher gives clear directions. Asks if students understand. Most class nod or say yes." If you make evaluative comments in your anecdotal record, the teacher is likely to react to the evaluation rather than to what occurred. If your comments are descriptive and neutral, the teacher can more easily form conclusions about the effectiveness of the lesson.

Teacher and student behaviors are not the only events to observe and describe in the anecdotal record. You should be alert also to the context of the teacher's lesson; for example:

"The room is warm: wall thermometer reads 78 degrees."

"Teacher shows map to class. Map is faded. Names of countries are difficult to read."

"Lesson is interrupted by announcement over intercom."

"One of the fluorescent lights starts to hum loudly."

An anecdotal record of these context events may help the teacher interpret certain behaviors of students (or of the teacher) that occurred during the lesson.

The anecdotal record consists of handwritten notes made by the supervisor as he or she sits unobtrusively somewhere in the classroom. Anthropologists often make handwritten ethnograph notes, too, but they have the option of using a portable audiotape recorder. As they make each observation, they simply make an audio-recorded description on the spot. This option is not usually available to a supervisor because he or she is physically too close to the teacher and students in the classroom.

Unless your handwriting is unusually legible, the anecdotal record will be difficult for the teacher to read and study. The preferred practice is to have your notes typed so that the teacher has a neat type transcript to reflect on in the feedback conference. Also, a typed transcript has a more objective, neutral appearance than a set of handwritten notes.

Research studies have demonstrated that student at-task behavior is an important factor in learning. This finding has intuitive appeal. It seems obvious that the more a student attends to the tasks presented by the teacher, the more he or she will learn.

At Task behavior and learning is not perfect, however. One student may attend carefully to a teacher's lecture or to the words in a textbook, yet end up confused and unable to master the lesson content. Another student may work eagerly on the assigned task but may fail to learn because he or she is using incorrect or inappropriate behaviors; for example, using "regrouping" incorrectly in computation problems. Nonetheless, if students are at-task, one can conclude with some confidence that learning is taking place.

Because there is a clear link between student at-task behavior and learning, the at-task observational technique is probably the most important of the SCORE procedures.

### Technique

The intent of at-task observation is to provide data on whether individual students during a classroom activity were engaged in the task or tasks that the teacher indicated were appropriate. Before an observer can use this technique, then, he must be acquainted with what the teacher expects the students to be doing during a given classroom period. In other words, the teacher rather than the supervisor defines what constitutes at-task behavior.

Typical at-task behaviors are reading, listening, answering questions, drawing a map, working cooperatively to complete a group project. Those classrooms where one task is expected of all students usually present no problem, but where students are able to do a variety of tasks some preparation is necessary before the supervisor can use this technique. If the variety of tasks is too complex, teacher and supervisor may choose to limit the observation to one group or section of the classroom.

To use the at-task technique the supervisor must complete these seven steps:

1. Stations himself in a section of the room where he is able to observe all students.
2. Constructs a chart that resembles a seating pattern of the students in the room that day.
3. Indicates on the chart the sex and some other identifying characteristic of each student. The latter is necessary when the students are not known to the supervisor.
4. Creates a legend to represent at-task behavior and each type of inappropriate behavior observed. A typical legend might be
  - A: At task
  - B: Stalling
  - C: Other schoolwork than that requested by the teacher
  - D: Out of seat
  - E: Talking to neighbors
5. Systematically examines the behavior of each student for a few seconds in order to determine whether the student is at task, that is, doing what the teacher considers appropriate. If so, indicates this by marking a 1A in the box on the seating chart meant to represent the student. Figure 1 indicates that this is the first observation; the letter A refers to at-task behavior. If the student is not at task, the observer indicates this by recording 1B, 1C, 1D, or 1E (using the legend created in step 4).
6. Repeats step 5 at three- or four-minute intervals for the duration of the lesson using the same letter legend to indicate observed behavior but changing the number to indicate the sequence of observations. For example, 3A in a box indicates that the student was at task during the supervisor's third observation.
7. Indicates time of each set of observations. This is marked somewhere on the chart

In using the at-task technique, supervisors sometimes become overly concerned about the accuracy of their observations. It helps to realize that observation of at-task behavior requires a moderate degree of inference. The expression on a child's face may be interpreted as thoughtful reflection about what the teacher is saying or as daydreaming. We suggest you think "probabilistically." If you think it is more probable that the child is engaged in thoughtful reflection than in daydreaming, use the at-task category. If you think it is more probable that the child is daydreaming, indicate this by using one of your off-task codes. You may wish to tell the teacher that if the completed chart is, to an extent, subjective. Thus the teacher should look for general patterns rather than question the accuracy of a few isolated observations.

The at-task chart in exhibit 7.1 has one box for each student in the class. The students are identified by name on the chart. If the feedback conference occurs fairly soon after the observation, the teacher should have no difficulty matching students with the boxes even without names. However, if the feedback conference is delayed, you should consider putting students' names in the appropriate boxes on the seating chart. This creates a problem if the teacher does not have a prepared seating chart to assist you and if you don't know the students' names. A simple solution is for the teacher to have students say their names aloud at the beginning of the class period while you jot them down; the student's first or last name should be sufficient.

You may wish to use several different colored pencils or pens to record at-task data. The seating chart can be one color, and the at-task observations can be a different color. This procedure results in a visually pleasing product for the teacher to study and interpret.

## Data Analysis

Exhibit 7.2 provides a convenient summary of the observations recorded on the seating chart (exhibit 7.1). The teacher can see at a glance how many children were engaged in each category of behavior—either at a particular point in time or summed across all the time samples.

109

1. 9:20
2. 9:22
3. 9:24
4. 9:26
5. 9:28
6. 9:30
7. 9:32
8. 9:34

Liz	Laura	Sharon
1. F 5. B	1. D 5. A	1. D 5. A
2. D 6. A	2. D 6. A	2. D 6. A
3. B 7. D	3. D 7. D	3. D 7. A
4. D 8. D	4. F 8. D	4. A 8. D

Brent
1. A 5. E
2. D 6. E
3. E 7. E
4. E 8. E

Ronald
1. C 5. F
2. D 6. D
3. A 7. F
4. C 8. F

Randall
1. D 5. F
2. D 6. A
3. F 7. F
4. F 8. B

Leatie
1. A 5. F
2. F 6. D
3. C 7. A
4. C 8. C

Pauline
1. D 5. E
2. D 6. E
3. E 7. E
4. E 8. E

Mitchell
1. F 5. E
2. C 6. E
3. E 7. E
4. E 8. E

Kathy
1. D 5. B
2. A 6. B
3. A 7. D
4. A 8. B

A = at task, independent reading  
 B = at task, reading with teacher or aide  
 C = out of seat  
 D = talking  
 E = out of room  
 F = playing

David	Brian	Rick
absent	1. A 5. E	1. A 5. E
	2. D 6. E	2. E 6. E
	3. E 7. E	3. E 7. E
	4. E 8. E	4. E 8. E

Teacher's Desk

Exhibit 7.1. At-task seating chart

BEHAVIOR	9:20	9:22	9:24	9:26	9:28	9:30	9:32	9:34	TOTAL	%
A. At task— independent reading	4	1	2	2	2	4	2	0	17	18%
B. At task— reading with teacher or aide	0	0	1	1	2	1	1	2	8	8%
C. Out of seat	1	1	1	2	0	0	0	1	6	6%
D. Talking	5	8	2	0	0	2	2	3	22	23%
E. Out of room	0	1	5	5	5	5	5	5	31	32%
F. Playing	2	1	1	2	3	0	2	1	12	13%

Exhibit 7.2. Summary of At-task data from Exhibit 7.1

## B1.2) Verbal Flow

Verbal flow is primarily a technique for recording who is talking to whom. It also is useful for recording categories of verbal interaction—for example, teacher question, student answer, teacher praise, student question. Verbal flow is similar to the technique of selective verbatim (see chapter 6) in that both techniques deal with classroom verbal behavior. Selective verbatim is concerned more with the actual content of the verbal communication, whereas verbal flow identifies the initiators and recipients of the verbal communication and the kind of communication in which they are engaged.

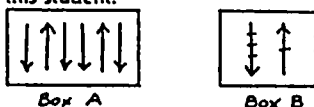
### Technique

As with other SCORE observational instruments, the first step in doing a verbal flow is to make a classroom seating chart. Because of the many seating patterns that can occur in classrooms, we suggest that you not have a standard form; rather, create the seating chart on a blank sheet of paper.

A box is used to represent each student. You can put the students' names in the appropriate box, or if you wish to focus on a particular characteristic, you can just indicate the characteristic. For example, the teacher may suggest in the planning conference that you label each student as male or female; characteristically verbal or nonverbal; and high-achieving, average, or low-achieving. Of course, the teacher will need to tell you the labels that apply to each child. The advantage of this kind of chart is that a teacher can more easily determine whether he or she responds differentially to students who vary in these characteristics.

Arrows are used to indicate the flow of verbal interaction. The base of the arrow indicates the person who initiates a verbal interaction, and the head of the arrow indicates the person to whom the comment is directed.

The teacher is an exception to this procedure. Because the teacher usually initiates most of the verbal interactions, it would be awkward to have an arrow leading from the box that designates the teacher to each student to whom a comment is directed. Arrows would be crisscrossing one another as they made their way from the teacher's box to boxes situated at diverse points of the seating chart. This problem is avoided by placing the arrow completely within the student's box. The base of the arrow should come from the general direction of the teacher. This means that the teacher made these statements directed toward this student.



One way to keep a verbal flow chart visually simple is to use notches in an arrow to indicate repeated interactions of the same kind. For example, in box A a separate arrow is used to record each interaction. Analysis of these data indicates that the teacher directed four comments to this student, and the student directed two comments back to the teacher. The same data are recorded in box B by two arrows. The arrow indicating the teacher-initiated comment has three notches on it. The arrow indicates one comment, and each notch represents a comment, for a total of four teacher-initiated comments. Similarly, box B indicates a total of two student-initiated comments.

The standard verbal flow chart can be elaborated by using additional categories of observation. The following are possible teacher categories:

- + teacher praise or encouraging remark
- - teacher criticism or negative remark
- ? teacher question
- I teacher asks a question or makes a comment to the class as a whole

Student verbal behaviors also can be differentiated, for example:

- / student volunteered a relevant or correct response
- X student volunteered an irrelevant or incorrect response
- ? student question
- I student comment directed to the class as a whole

The teacher should participate during the planning conference in deciding what categories are to be observed. It is inadvisable to form more than a few categories. Otherwise the recording and interpretation of verbal flow data become unwieldy.

Some supervisors prefer to use an alphabetic notation system rather than arrows. Letters of the alphabet indicate discrete categories of verbal interaction; for example:

- Q teacher question
- P teacher praise
- C teacher criticism
- R student volunteered a relevant or correct response
- X student volunteered an irrelevant or incorrect response
- q student question

Teacher and student behaviors are easily distinguished by the use of upper-case and lower-case letters.

Either arrows or alphabetic notation will get the job done. The choice of one or the other is a matter of preference.

Verbal flow data can be analyzed from various perspectives. They include the following:

*Seat-location preferences.* As we mentioned, some teachers direct more of their attention to students seated in a certain part of the room. This is quite apparent in the teacher's verbal flow chart.

*Student preferences.* In exhibit 7.3 students are characterized by sex. One can ask whether the teacher interacted equally with boys and girls, and whether she used each category of verbal behavior equally with them.

*Verbal behavior preferences.* Verbal flow charts can be inspected to determine how frequently teachers and students use certain behaviors and whether they emphasize certain behaviors more than others. One contrast of interest in exhibit 7.3 is the teacher's use of positive response behavior compared with her use of negative response behavior.

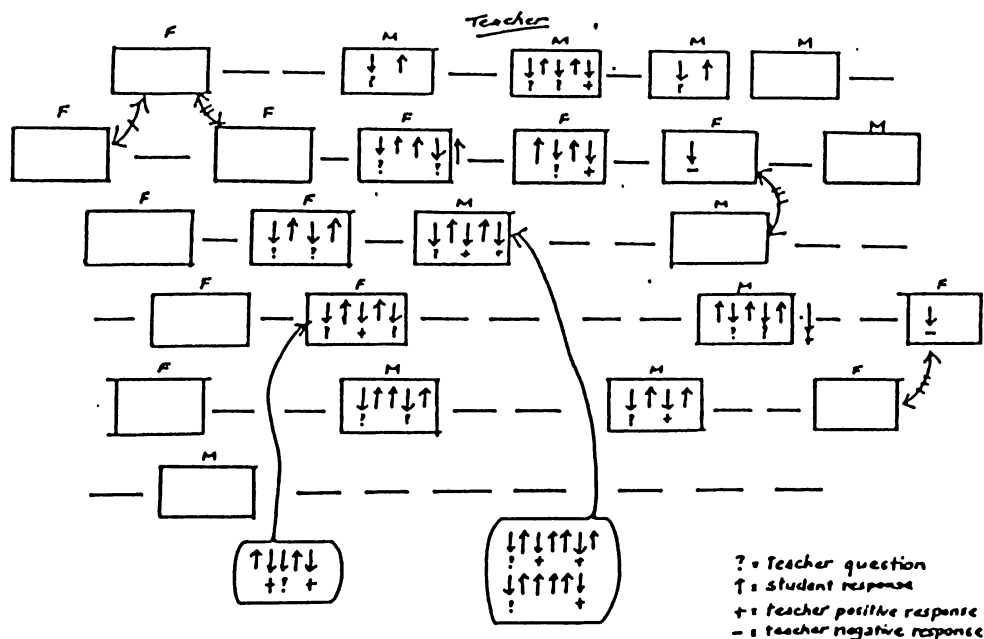


Exhibit 7.3. Verbal flow chart

Horizontal lines are used to indicate empty desks. Students' sex is indicated by an M or F. The supervisor recorded verbal flow data into four categories: teacher question, student response, teacher positive response, and teacher negative response. Because some students talked among themselves, the supervisor decided to record this behavior by drawing an arrow between the students engaged in such talk.

### B1.3) Movement Patterns

Another use of seating charts is to record the movements of teacher and students during a class lesson. We call this SCORE technique "movement patterns." The supervisor's task is to record how the teacher and individual students walk from one section of the room to another during a given time interval. This focus on *movement* differentiates movement patterns from the other SCORE techniques presented in this chapter: *at task*, which focuses on students' level of *attentiveness and engagement* in classroom tasks; and *verbal flow*, which focuses on the nature and direction of *verbal communication* in the classroom.

Many teaching situations, especially in primary and elementary school, require teachers to make decisions about where to position themselves in the classroom. For example, as students file into class after recess, the teacher needs to decide whether to stand by the door, at the desk, or elsewhere. When students are engaged in seatwork or group projects, the teacher must decide whether to stay at the desk or move around the room checking on students' work.

The nature of the teacher's movement patterns may affect classroom control and student attentiveness. The teacher who "hides" behind a desk may have more discipline problems than the teacher who checks on students as they work at their desks. The teacher who always stands in one position while speaking to the class may not hold students' attention as effectively as the teacher who moves about for dramatic emphasis or to illustrate a concept on the blackboard or chart.

Teachers may also reveal a consistent bias in their movement patterns. They may prefer one part of the classroom over another, perhaps because certain students are seated here. Some teachers consistently stand some distance away from students' seats while speaking to the class. This may create difficulties for students who do not see or hear well, and it may provide an excuse for some students to engage in off-task behavior ("the teacher can't see what I'm doing").

Students' movement patterns may reveal whether or not they are at task. Sometimes it is necessary for students to move about the classroom to complete an assigned activity. At other times students move about to avoid an assigned task or because they have no assigned task. The latter situation often occurs when students finish their work early in the class period; they mill around to find a classmate to engage in conversation or to find another activity.

Movement patterns can be recorded during any lesson, but the technique is most useful when the teaching situation contains the potential for movement about the classroom.

## Technique

The seating charts used in other SCORE instruments often consist of interconnected boxes, as in exhibit 7.1. To record movement patterns, each student and the teacher should be represented by self-contained boxes. Also, the seating chart should represent the physical layout of the classroom, including aisles and desks or tables where students might congregate.

Exhibits 7.4 and 7.5 show a seating chart used to record movement pattern data. Teacher or student movement from one point in the room to another is indicated by a continuous line. The line for each originates at the point where that person was located in the room when the supervisor began observing. The teacher and students are likely to move from one point to another, stop for a while, then move to another. Each stopping point should be represented by an indicator—for example, an arrow (→), a circle (○), or X (X). Exhibit 7.4 uses circled numbers to indicate stopping points. This physical movement chart shows that the teacher started the lesson standing at the front of the classroom, next moved to the student designated by box 1, and then proceeded to student 13.

A single line with a different symbol at each end can be used when a person goes from his desk to another location and then returns to his desk.

You may wish to indicate the pattern of movement at different points in the lesson. A supply of different colored pencils is useful for his purpose. For example, you might record the first ten minutes in yellow, the second ten minutes in green, and so on.

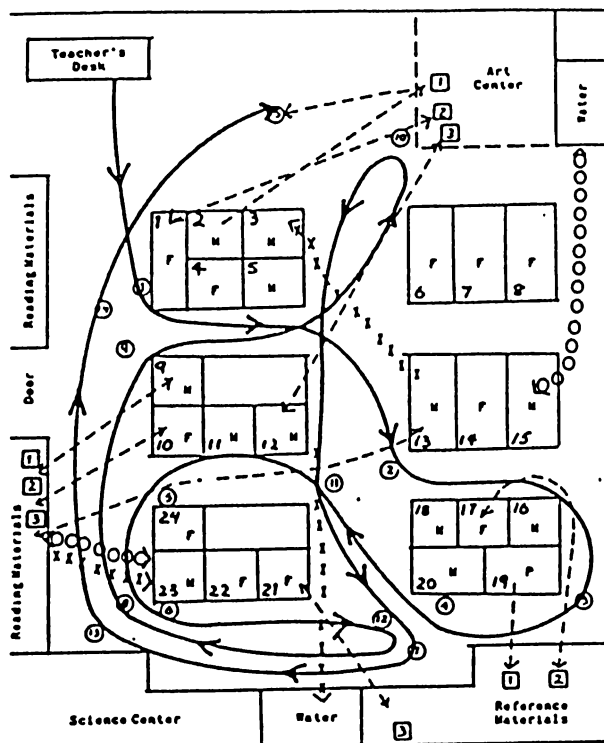


Exhibit 7.4

## Data Analysis

113

At first glance a movement pattern chart such as the one shown in exhibit 7.5 looks like a hopeless maze. If teacher and supervisor isolate the behavior of one person or one section of the room, however, they usually can make helpful inferences from the chart.

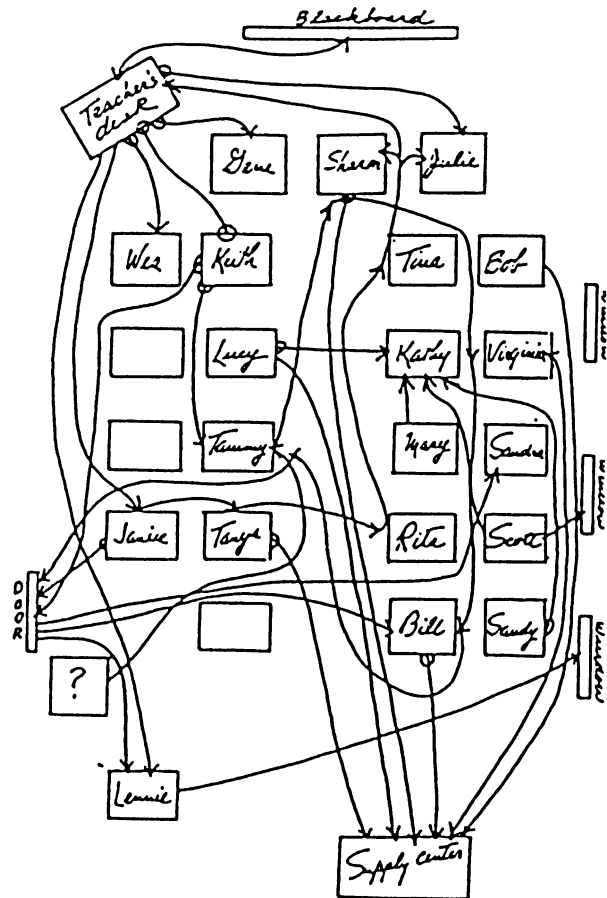


Exhibit 7.5. Movement pattern chart



## B2- Selective Verbatim

*Selective verbatim* is one technique for recording events in the classroom. As the term implies, the supervisor makes a written record of exactly what is said, that is, a verbatim transcript. Not all verbal events are recorded, however. Supervisor and teacher select beforehand certain kinds of verbal events to be written down; in this sense, the verbatim record is intended to be "selective." Most of our discussion of the selective verbatim technique is concerned with identifying verbal interactions that reflect effective or ineffective teaching and thus are worth recording as part of clinical supervision.

Selective verbatim usually is done by the supervisor while the teacher's class is in progress. This is not a necessary requirement. If an audio or video recording of a class session is available (see chapter 8), a selective verbatim can be made from the recording.

As we use the term, selective verbatim implies a word-for-word transcription of particular verbal statements. Suppose a supervisor is recording a teacher's questions, and the teacher asks, "What do we call animals that live exclusively off plants; you know, we have a certain name for these animals, does anyone know it?" If the supervisor writes, "What is the name of animals that live exclusively off plants?" this is not a verbatim transcription.

Selective verbatim has a number of obvious benefits and advantages as a technique of classroom observation. We mention four of them here. First, providing a teacher with a selective verbatim transcript focuses the teacher's attention on what he or she says to students or on what students say to the teacher. As a result, the teacher is sensitized to the *verbal* process in teaching. All other classroom events are screened out by the transcript.

The second advantage of selective verbatim is that it is selective. Teacher and supervisor do not need to respond to all aspects of the teaching-learning process, just a few simple verbal behaviors. Teachers who are trying to improve their instruction are more successful if they do not try to change many aspects of behavior at once. Changing a few behaviors at a time encourages further changes. For example, we have experienced the sense of accomplishment teachers get when they realize they are using an annoying verbal mannerism, such as "you know" or "uh," and achieve control over it. This sense of control and change motivates further, more substantial changes in teaching behavior.

A third advantage of selective verbatim is that it provides an objective, noninterpretive record of the teacher's behavior. In "live" classroom teaching, the teacher may be so caught up in the process of teaching that he or she may not hear the actual words. Even if the teacher hears, the verbal events occur rapidly and are forgotten before the teacher can reflect on their meaning and effectiveness. In contrast, selective verbatim holds a "verbal" mirror up to the teacher, which can be analyzed at the teacher's convenience.

Finally, selective verbatim has the advantage of being relatively simple to use. All that the supervisor needs is a pencil and pad of paper. Also, the verbatim transcript is made while the supervisor is in the process of observing the teacher's classroom. There is no need to do additional transcription work after the observation period.

## Technique

The supervisor's task is to make a written record of each question asked by the teacher. Since teachers typically ask many questions, the supervisor might ask the teacher to estimate the length of the lesson. Then the supervisor uses time sampling, which means that the supervisor observes samples of the lesson (e.g., the first three minutes of the lesson, five minutes in the middle of the lesson, and three minutes at the end of the lesson). Obviously, if you are planning to observe the teacher's use of questions, you will want to select a lesson in which this verbal behavior occurs with some frequency.

It seems a simple matter to decide what is or is not a question. "How many kilometers in a mile?" is obviously a question. But how about "Johnny gave a good answer, didn't he?" or "Sue, won't you stop fidgeting in your seat?" or "I'd like somebody to tell me how many kilometers there are in a mile." The latter example is a declarative statement, not an interrogative, yet it clearly has the intent of a question.

To avoid confusion, we suggest a simple rule. If the teacher's statement is asked in a questioning manner or has the intent of a question, include it in the transcript. There is no harm in including ambiguous examples, but omitting them may cause a teacher to overlook a significant aspect of his or her question-asking behavior.

What follows are two selective verbatims based on observation of two fifth-grade teachers. The teachers assigned students to read the same brief handout on the behavior patterns and environment of the wolf, followed by a question-and-answer session to help the students review and think about what they had just read.

### Teacher 1

1. Now, what do we know about this animal? What do you know about the wolf? You can refer back to this little ditto, if you'd like. Jeff?
2. Next?
3. Mike?
4. Heather?
5. Now Jeff just said that sometimes livestock . . . people or farmers hate them because they kill their livestock. Would livestock be small animals? What do you think?
6. Terry?
7. John?
8. Mike?
9. Terry, again?
10. Jeff?
11. Jerry?
12. Who said that, Jerry? Was there a quote or something in that article?
13. Do you remember the man's name?
14. Do you know something? Last night, after we read this article, after school, Jeff said, "Gee Mr. Edwards, I think I've seen that name, or something." He went right down to the library and brought back this book, and it's by the same man. Jeff, did you have a chance to look at that last night?
15. Jeff, does it just concern itself with the wolf?
16. Does anyone have anything else to say about what we already know?

## Appendix B

### Interview Questions

- 1) Now, that you have experienced my applied observation approach including pre and post steps, I would like to know how you felt during the whole process.
- 2) I would like to have your ideas about the contrasting conversation approach which we had during the post observation step.
- 3) Do you think that 'being observed' helped you in a way to see a weakness of your own classroom teaching?
- 4) Do you think that this kind of observation procedure will help teachers to develop themselves? Please explain.
- 5) Would you like to go through such an observation process at several time intervals throughout your teaching career?
- 6) Is there anything you would like to comment on which you did not like or did not feel comfortable with?

## Appendix C

### QUESTIONNAIRE FOR NOVICE ENGLISH TEACHERS AT YADIM

Dear Colleagues,

This questionnaire is designed to investigate the effectiveness of contrasting conversations as a technique in observations and to furthermore learn about the observed teachers' feelings and opinions about the applied observation approach at YADIM.

This questionnaire is for a research project which is being carried out as a part of my studies in the MATEFL program at Bilkent University. Therefore, your co-operation would be much appreciated. All responses will be kept confidential; any information identifying the respondent will not be disclosed under any circumstances.

Thank you very much for participating and answering the questions.

Serap Döner

#### Part I: Background information

For questions 1, 2 and 3 please put a tick ( ☒ ) in the appropriate place:

- |   |  |                                    |
|---|--|------------------------------------|
| 1. Gender<br>(Please tick <input checked="" type="checkbox"/> one item)                       | a) Male <input type="checkbox"/>               | b) Female <input type="checkbox"/> |
| 2. Teaching Experience<br>(Please tick <input checked="" type="checkbox"/> one item)          | a) less than one year <input type="checkbox"/> |                                    |
|   | b) 1 to 5 years <input type="checkbox"/>       |                                    |
|   | c) more than 5 years <input type="checkbox"/>  |                                    |
| 3. Teaching Experience at YADIM<br>(Please tick <input checked="" type="checkbox"/> one item) | a) less than one year <input type="checkbox"/> |                                    |
|   | b) 1 to 2 years <input type="checkbox"/>       |                                    |
|   | c) more than 2 years <input type="checkbox"/>  |                                    |

**PART II:**

For question 4 and 5 please refer to the following scale and circle the number that most closely corresponds to the frequency of your choice.

1 = always  
 2 = usually  
 3 = sometimes  
 4 = rarely  
 5 = never

4. If you have difficulties concerning your classroom performance, how do you solve them?

I consult...

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| a) reference books on English language teaching      | 1 | 2 | 3 | 4 | 5 |
| b) colleagues who are teaching at YADIM              | 1 | 2 | 3 | 4 | 5 |
| c) colleagues who are teaching at other institutions | 1 | 2 | 3 | 4 | 5 |
| d) the administration at YADIM                       | 1 | 2 | 3 | 4 | 5 |
| d) nobody, and try to solve them myself              | 1 | 2 | 3 | 4 | 5 |
| e) other; please specify _____                       |   |   |   |   |   |

5. How often do you use the following strategies to develop your professional knowledge in the field of English Language Teaching (ELT) ?

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| a) Attending conferences, seminars, and workshops | 1 | 2 | 3 | 4 | 5 |
| b) Holding meetings with colleagues at YADIM      | 1 | 2 | 3 | 4 | 5 |
| c) Following the latest publications              | 1 | 2 | 3 | 4 | 5 |
| d) Watching colleagues' in-class teaching         | 1 | 2 | 3 | 4 | 5 |

For question 6 please **rank** the options according to the instruction provided.

6. Which of the following would you prefer as a source for helping you to develop your teaching. Please rank the following items according to your preference from the most preferred (1) to the least preferred (6).

- \_\_\_ colleagues at YADIM with more experience
- \_\_\_ colleagues at YADIM with as much experience as you
- \_\_\_ teacher trainers working at YADIM
- \_\_\_ a colleague at YADIM who is also close friend
- \_\_\_ a colleague you do not know personally
- \_\_\_ a teacher trainer you do not know personally
- other; please specify \_\_\_\_\_

For question 7 please refer to the following scale and **circle** the number that most closely corresponds to the frequency of your choice.

- 1 = always aware  
 2 = usually aware  
 3 = sometimes aware  
 4 = rarely aware  
 5 = never aware

7. While teaching, how frequent are you aware of the following items?

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| a) Whether during an activity individual students are engaged in the given task.         | 1 | 2 | 3 | 4 | 5 |
| b) How the interaction between peers in the class is                                     | 1 | 2 | 3 | 4 | 5 |
| c) How the teacher and individual students walk from one section of the class to another | 1 | 2 | 3 | 4 | 5 |
| d) How you give instructions   | 1 | 2 | 3 | 4 | 5 |

8. What comes to your mind when thinking about the expression 'being observed in class'?  
Please write down two or three sentences expressing your idea.

---

---

---

---

---

---

---

---

---

---

For question 9 please refer to the following scale and circle the number that most closely corresponds to your choice.

1 = strongly agree  
2 = agree  
3 = neutral  
4 = disagree  
5 = strongly disagree

9. Please indicate which of the following which might prevent you from wanting to have someone observe your in-class teaching.

a) not being informed on time about the observation	1	2	3	4	5
b) not knowing what is going to be observed	1	2	3	4	5
c) feeling uncomfortable because of being observed	1	2	3	4	5
d) not believing in the necessity of observations	1	2	3	4	5
e) being observed means being evaluated	1	2	3	4	5
f) observations create stress and upset on the part of the observed teacher	1	2	3	4	5

other; please specify \_\_\_\_\_

For question 10 please rank the following items according to the instruction.

10. In your opinion, what should be the main concern in observing teachers?

Please rank the items from the most important (1) to the least important (4).

- ☐ Evaluating teachers classroom performance
- ☐ Assessing teachers classroom performance
- ☐ Showing teachers both, their weaknesses and strengths
- ☐ Providing teachers a chance for self-development

11. Do you have any opinion about how classroom observations within a teacher training program are conducted?

If Yes, please explain. If your answer is No, please write in 'no opinion' and go to the next question.

---

---

---

---

---

---

---

---

---

---

---

---

12. If you have not answered question 11 please state your idea about how you think a classroom observation might be conducted.

---

---

---

---

---

---

---

---

---

---

---

---

Thank you very much for your co-operation.

## APPENDIX D

## SUBJECTS' RESPONSES to QUESTIONNAIRE QUESTIONS 8, 11, and 12

Q.8) What comes to your mind when thinking about the expression 'being observed in class'?

A=> Being observed by someone who has the same knowledge on your topic.  
At first it is frightening as it reminds me of my teaching practice but then I feel comfortable.

B=> Being observed by teachers  
Being observed by students  
Being observed by colleagues

C=> I believe that 'being observed in class' is to have a chance in evaluating oneself. In other words, it is to be aware of the weaknesses and strengths in classroom management, teaching style or interaction with students.  
I think 'being observed in class' will be beneficial if the observer expresses his/her true feelings and ideas about the teacher and lesson.

D=> If you are being observed by a more experienced teacher or teacher trainer, I absolutely feel irritated. However, if the observer is one of my colleagues on the contrary, I feel at ease since I will be able to learn my weaknesses or discuss some points. It is inevitable not to consider a teacher trainer as an ELT police.

E=> I think that my classroom performance will be evaluated by someone else who is observing me and this makes me feel a little bit nervous. If I'm informed about the points of the observation; I mean, if I know in what ways I'm going to be observed, I feel more relaxed and pleased, so that I won't be in tense during the observation.

Q.11) Do you have any opinion about how classroom observations within a teacher training program are conducted?  
If YES please explain. If your answer is NO, please write in 'no opinion'.

A=> No opinion

B=> No opinion

C=> As a student teacher I was observed by my methodology professor at the university. Actually, it was a very detailed observation. (Appearance, language, use of A-V's, classroom management, error correction, etc.)

D=> No opinion



E=> No opinion

Q12) If you have not answered question 11, please state your idea about how you think a classroom observation might be conducted.

A=> A person who sits silently in the back of the class, observing not the content but mainly the teacher; how and why s/he is doing what.

B=> The teacher who is observing the class and the teacher shouldn't interfere with the teacher and the students in the flow of the lesson.

C=> -----

D=> Firstly, if a classroom observation is a must, the observation should be done by peers consequently the observant will get used to the idea and most probably s/he will feel positive towards being observed.

E=> First of all, a classroom observation shouldn't be considered as evaluating teachers. Teachers who are going to be observed should be informed before the time of observing and maybe observed teachers might have a chance to choose whom they want to be observed by. The aim of the observer shouldn't be a kind of criticism but it should have some suggestions in order to guide teachers with their further classroom performance.

## APPENDIX E

### INTERVIEW with SUBJECT A

#### Observation Technique Used: Selective Verbatim (Teacher Questions)

#### ANSWERS:

Q.1) It made me aware about what I was doing in class and it helped in this way, I told you that my first observation during my teaching practice was horrible because of the teachers', my observers' being too strict and I was quite relaxed actually, I was quite relaxed. (providing transcript). At first, I did not know what to expect actually, you gave me some information about it, what you were going to observe, it made me feel relaxed actually. In class, it was first a horror for me to realize that the students did not have books and time of horror maybe, to make up my mind what to do within the forty-five, fifty minutes, and when I decided on what to do, I sometimes even forgot that you were in the class.

It wasn't like the ones I had during my teaching practice, I really have to compare those two because that was the worst period maybe in my study, really, really, because our teachers demanded so unbelievable things from us that we, I, I felt myself like, "Oh my god, my fingers what am I doing to my fingers? Is there something, a regulation about my fingers? It was really that bad, it was horrible. But this time, it was really ok., because I felt myself really the teacher of the class, just with a visitor, it was ok.

Q.2) More profitable, let's say because, maybe there is nobody to answer the question 'here is a problem- solve it'. It's not that way, it's like, 'this is what you have done, let's have a look together, let's count the good parts the good aspects and the bad aspects. I think it was good, because I myself found my most important, what, I realized that I did something, wrong, maybe yes, that I should give my students more time to think of my questions and not being terrified and afraid of silence.

Q.3) No, I don't think so.

Q.4) It's like not being assessed maybe because you explained me in clear words in the pre-stage that you are not going to assess not going to evaluate and then it was of course it was something new to me. Hey, I'm going to be observed but nothing will come out of it, in terms of grades and it was interesting. And now, I have something concrete in my hands, some difficulties maybe in my lessons, I realized something wrong in my courses, so I have really something more valuable than a grade.

Q.5) Maybe, yes, so that things do not get, monotonous, that teaching does not get a habit. I think that this is very important, because I see some, very experienced teachers who really don't want to even participate to some seminars and so, they say 'I know everything'. I think that's wrong and having something like this, observations throughout the teaching career can be useful in that sense.

Q.6) I don't know.

## APPENDIX F

### INTERVIEW with SUBJECT B

#### Observation Technique Used: Anecdotal Records

#### ANSWERS:

Q.1) Actually, I was a bit curious about the aim of this, what can we say, the aim of this observation, because at the beginning, I didn't, I must be honest, I didn't feel comfortable. But once I started teaching, I forgot about you. I totally forgot that you were in the class. Just myself and I was with my students, I mean, the same daily routine. At the beginning of the lesson, yeah, I felt a bit uncomfortable because I knew that you were there and observing me and my students but later on with the flow of the lesson I forgot about it.

Q.2) I think this is a good way of observing a teacher in the class and giving feedback to her. Actually, you don't give feedback to us, we do it together, so that is very good because you don't say oh, you did this, that was good and you did that, that was wrong. You make us realize that we did this in the class and we did that in the class. We can't assess ourselves, rather than you do assessment for us, so that's very good, so we don't get hurt. You don't criticize us, you know, sometimes people feel that they are being criticized. They are being , you know, being assessed in the class, so I think that's a very good way of observing a classroom situation and then giving feedback to a teacher.

Q.3) Let's put this weakness in another way, don't say that weakness but development. If we do something wrong in the class or which is not suitable for the level of the students or for the background of our students, we may not use it if somebody warns us or ,you know, make us realize that we shouldn't use that technique or that approach in that particular class, so in that way I think it will be beneficial to be observed in a class, I think.

And also, I realized that, I said that before, I talked too much. My students were quiet. Probably it was because of the, as I said before, because of the type of the activity or because of me.

Q.4) Yes, I strongly believe. Yes, I do. And as I said before, if we see our, I didn't accept the word 'weaknesses' but now I'm gonna use it, if we see our weaknesses then we would not try to do it in another time. So if we keep on doing the same mistakes in our class it would' help me and my students either. By being observed, you know, from time to time, will help us develop our classroom performance.

I attended a seminar, I think it was last December or November, I can't remember. The speaker suggested that we should have someone, you know, observe us and he said that we shouldn't be afraid of the teaching, please, we should open our doors to our colleagues to come and observe our lessons and then have a comment on them. I think yes, observations will help us to develop ourselves.

Q.5) Yeah, I would like to, yes even if I am older.

Q.6) No, thank you.

## APPENDIX G

### INTERVIEW with SUBJECT C

#### Observation Technique Used: Verbal Flow

#### ANSWERS:

Q.1) I felt it very useful, especially knowing what you're going to be what the observant will observe, that's nice to know, for example what aspects you will watch me during observing and I didn't feel so disappointed or excited during the observation session and I was so comfortable, I can say, it was ordinary for me. And related to this post- session, I can say, it's very useful again for self-development, to know what, I did in the classroom and that's nice, I would like to be observed in other aspects, too.

Q.2) That's better, that's better of course, I mean to be on equal bases. That's so relaxing.

Q.3) No, this was just for one hour, you cannot decide. Of course, there are some points that I can overcome in my classes.

Q.4) Yes, that's a good point, if you are broad minded, if you know that you are human and have strengths and weaknesses at the same time, that kind of observation will work, but if you think you are the only one who knows everything best, it won't, won't work. You have to be sincere.

Q.5) Yeah, of course, of course, of course. Because I am now aware that classroom performance observations can provide a guide for ones further teaching.

Q.6) I really liked it. No, no comments.

## APPENDIX H

### INTERVIEW with SUBJECT D

#### Observation Technique Used: Teacher Movements

#### ANSWERS:

Q.1) I wasn't so influenced because I had known you for about a year. So, you are one of my friends and your being my colleague made me feel comfortable.

It was a little bit stressful because you are being observed, so being observed by someone is, you know, normally stressful and I, we English teachers have an English police in our minds, you know. And at that time when being observed you were the English police, you were my English police. Although being observed by someone is stressful, you were my friend, so it decreased that stress.

Q.2) Yeah, it makes the teacher feel better about observations, so you are not superior and I'm not inferior. So, it gives a feeling of, being equal in a way.

Q.3) No, I don't think so. Actually, I'm more self-confident than before and, with a peer-observation I'm now aware of my maybe my mistakes. So, I think it's a good idea, although it's stressful.

Q.4) Yeah, but the assessment should be given to the teacher. I mean you said that you are not superior and that you don't have the right to assess your colleague but at least you can say my weak points or you should at least do, if you should do this it would be better. I really would like to because I'm not so experienced.

Q.5) Yeah, it depends on the person, it depends on the observer.

Q.6.) No, thank you.

## APPENDIX I

### INTERVIEW with SUBJECT E

#### Observation Technique Used: At Task

#### ANSWERS:

Q.1) Well, in the pre-observation, there was nothing to be, I think, I mean you gave me a task. I'm not talking about this one and, a survey, a kind of survey which filled out. So, but during the observation, in the first five minutes, I really felt myself in tense, because one of my colleagues was watching me, first of all I thought that you are just going to deal with me weaknesses, I mean, what I am going to do, I just wanted not to make something wrong. So, but afterwards, after ten or fifteen minutes, I felt relaxed and I did not thought of you that being in that class, eh, then I just felt myself with my students and myself in the classroom. And, right now, as you are calling it a post-observation. I'm glad to see and watch it, and to see the task in front of me and see what my students were really doing during the lesson. Maybe, there were some points or some students I couldn't just catch what they were doing. But now I could see what or which students were really interested in both writing and both reading or with the task or which of them were watching out of the window. So, this really worked and this will show me the way or just another aspect for my other lessons, other translation courses.

Q.2) Of course, this will also be a kind of guide for the inexperienced teachers. So, the teachers will say that 'Well, I'm doing something and of course I have some good points and some bad points and if the observer makes the I mean, if you are making me feel relaxed don't feel prohibited by the, by these things, I'm not going to show your strengths, so the teacher feels maybe, if you didn't tell these things to me, maybe I would feel about twenty minutes nervous and in tense. But, before, I mean, we talked about your observation, what's going to be included, which points you are going to deal with. So, just in the five minutes I felt just, because you were out of, someone out of the classroom, ok. So, I think this is much more better than just doing this is wrong, you did this, this was good, but you should do this better.

Q.3) Do you mean my weaknesses during the classroom? Yes, of course, yes. yes, maybe, you mean did I find my weaknesses during the classroom, because of you? During this observation, yes, this really, as I told you before, really helped me to find my weaknesses during the class atmosphere, because as you are teaching to a group, you are, you can't be aware of all the students, what they are doing. But after the observation, I mean, after the thing we did together and by looking at this chart, I figured out some of my weaknesses during the classroom. For example, I thought that I was not keeping them all the time looking at me. I mean not all the students, ok? I was just losing three or four of them interest during the observation. So, I just figured it out. I told myself, 'why weren't they interested in me during the whole class hour?'

So, this made me think and ask myself some questions.

Q.4) Yes, certainly, certainly of course. This should be a good guide and will help teachers to develop their classroom performance and teaching types. Maybe, they will be able to develop their own methods with these things you are giving to us.

Q.5) Yes, why not?. It's a very good idea. I mean, at least during five years teaching time teachers should be observed in such a way. Because, as you know, teaching deals on something trying and see does it work? Maybe the observations will help to find answers much more quickly and easily then finding by trying and trying by doing it yourself. Because by doing it with two people or two colleagues it will be much more helpful. You would say something and I would say something, you would comment on some points, I would comment on some points. So, I think that in five years, at least in five years time these observations should be used and will help the other teachers and will support their teaching techniques.

Q.6) No, I don't think so.

## APPENDIX J

Observation Transcript of Subject A

Observation Technique Used: Selective Verbatim (Teacher Questions)

What was our previous topic?

Why do you go to a bank?

Why did you go to a bank last? Why?

Do you know what 'this' is called? (T. writes 'withdraw' on BB)

What is the opposite of it?

Do you know this word? (T. writes 'deposit' on BB)

Do you know the word 'run a business'?

When you want to run a business but do not have enough money, what can you do?

Do they give it to everybody?

Do they ask you questions? Are they asking you what kind of job you are going to do?

Will they give you the money, if you go there with blue jeans and a dirty T shirt?

How do you have to go? How do you have to go?

And is it only about your cloths? What else?

Can we name it in this word? (T. writes 'character' on BB)

What if I don't have something to prove?

Don't they ask you for something that you can show to them?

Some people have thought of this problem and have found a solution, what can it be? (T. Writes 'Good Faith' on BB)

What does it mean?

Shall we have a look at this dictionary? (T. Gives ss an English-English dictionary).

Why don't you look it up? (T. assigns ss)

Ok, so what can this mean?

Do you think that it works? Well, have you ever heard about something like this?

Have you ever heard?

Who do you think those people are?

Do we have something like this in Turkey?

Would it be good? Would it be useful?



Why especially now, why?

When some of your friends come and want some money, do you give it?

Do you know this word? (T. Writes 'poverty' on BB)

In which city do we have the most, the highest number of poor people?

They are homeless people. Do you know 'homeless'?

What do you think they do? Where do they sleep, where do they eat? What can we do for them?

We should do something for them, but what?

Is education also a problem in Turkey?

(End of lesson)

A total of 42 teacher questions

Note: ss = students, T. = teacher, BB = Blackboard

Questions written one after another indicate that those were asked by the teacher without waiting for students responses.

## APPENDIX K

## Observation Transcript of Subject B

Observation Technique Used: Anecdotal Records of Teacher Instruction

Have you opened your books? I'm going to skip exercise 2.

I want you to get into groups of three. Get into groups of three. Move your chairs to make a small circle. Can you move your chairs to make a small circle? (to group of ss).

Yes, now I want you to go back to page 44. Are you listening? Are you all ears? I want you to go back to page 44. Write the questions in paragraph A. Everybody should write the questions on a piece of paper. You're gonna write all the questions on a piece of paper. You're gonna write all the questions on a paper. Not just one or two, all the questions.

(ss asks question) No, you're not going to...

(to class) Look, can you listen to me one more time? As you see on page 43, paragraph 5 there is an example. You're not writing your own questions, just write the same questions from the paragraph.

(ss asks a question) No, you're gonna ask the questions to your friends.

Have you finished writing? Ok?

Can you guess what we are going to do in the second task?

We'll do pair work.

What happens when you have asked these questions to your friends?

You gonna ask these questions and when you ask these questions, you're gonna, you're gonna write about what your friend's spending habits are.

(T. reads aloud the first instruction stated in Activity 1)

Have you read? Do you know what you are going to do?

Yes? Start interviewing each other. (T. monitors groups)

Have you finished, have you interviewed each other? And have you written your comments?

(T. to ss) Try to make it English, come on you can do it.

Have you finished interviewing each other and written down your five comments or do you need some more time? Some more time? So, you have five minutes to go.

(to a group) Who's being interviewed at the moment?

(to ss) Are you writing your comments? Look at the answer of your friend and write your comment.

(to ss) Can I see your comment?

Time is over. I would like to have your comments about your friends. Who would like to start? (some ss start reading aloud their sentences)

Well done. Good.

Good. Well done.

Good.

Derya, could you listen to your friend while she's speaking? Could you stop what you are doing while your friend is speaking? Just listen please.

Well done. Good Hayri.

Good, thank you. Who would like to read, yes?

She doesn't...(T. Asks ss for repetition of error)

Good, ok. Now, it's time to stop this activity and move on to vocabulary study. Now, we're gonna do some vocabulary study on page 63 and 64.

On each line, you're gonna find the odd one out, odd one out.

What does 'odd one out' mean? (T. Writes 'odd one out' on BB)

(T. shows word sin book) Which one is the odd one out? Which word does not belong into the group?

Work in groups, ask your friends and find the odd one out in each group.

(ss asks a question) Yes, what does 'check' mean? (T. to class, reading aloud the sentence in the book which includes the word 'check').

(ss replies) Yes, it means control. Well done.

(to ss) What are you looking up? 'Belief' is the noun form of the verb 'believe' and that's the plural (T. refers to word in book).

(to group) You're going to give a reason for it. Yes, why this word is the odd one out. (T. monitors group)

All right, has everybody finished? (ss say 'no')  
Then one more minute, you have one more minute

Ok, let's check the answers, shall we? What can we say about number 1? Why? (ss responds) The others are places, yes, good.

What about number 2? Why is the word 'valuable' the odd one out?

(ss replies) What is your reason for it? (ss answers) Do you mean that the other words have negative meanings.

What about the next one?

(to a group of three female students) Ladies, you're quiet.

Yes? (ss answering) Comfort? Why? (ss explains)  
Well done. Four.

(ss answers) So, which one is the odd one out? (ss answers)

Yes, 'complete' is a verb here and the meaning is different. Well done.

(T. reads choices of number five aloud)

We can say 'spend money', 'save money', 'borrow money' and 'lend money' but we can't say 'to lay down money'. Yes, good.

Look at the next exercise, it says 'Parts of Speech'. What time is it by the way? (T. looks at watch) Ok., we can do this activity in three minutes. Don't look at your books, please.

What do you do when you don't know the meaning of a word?

(ss answer) Yes, you look whether the word is a noun, an adjective or a verb. Well done.

What are the words, what are the suffixes which make nouns? Can you give some examples? Can you give some examples?

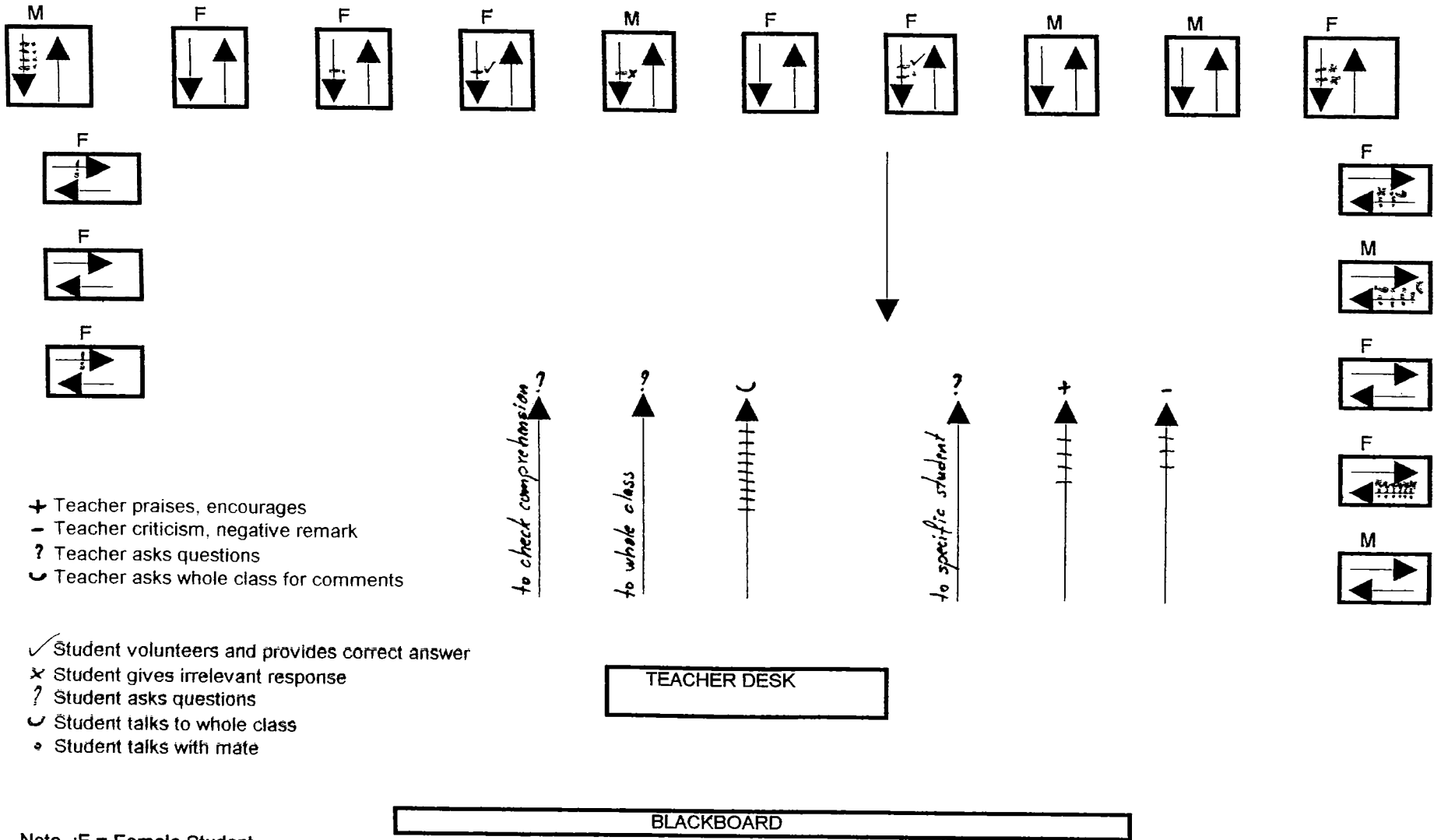
(ss answer)

Yes, good. We'll continue next hour.

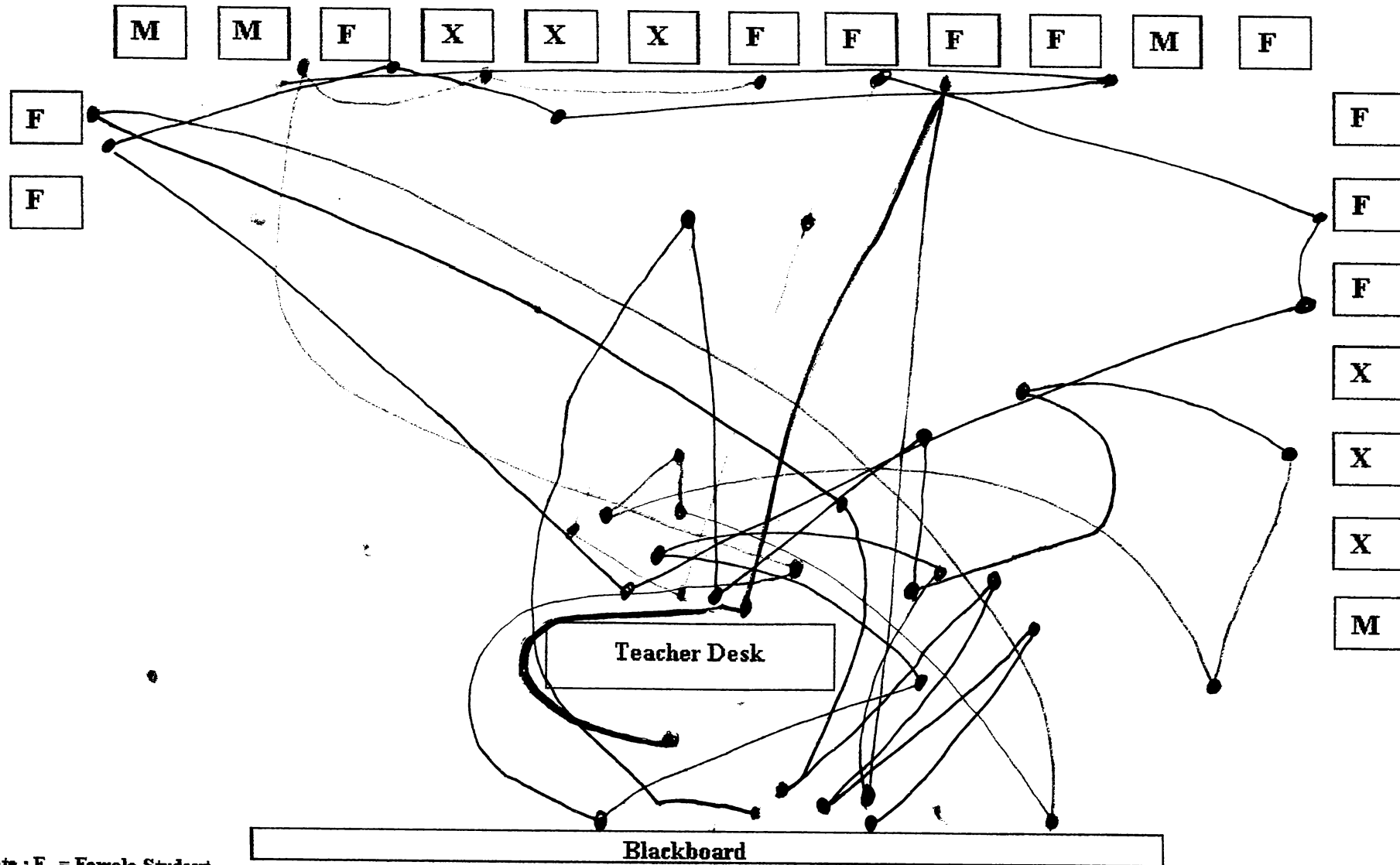
(End of the lesson)

Note: ss = student, T = teacher, BB = blackboard  
Only teacher instructions are noted down.

# APPENDIX L



# APPENDIX M



**Note :** F = Female Student  
M = Male Student  
X = Empty Seat

Observation Transcript of Subject D  
Observation Technique Used Movement

F	F	M	M	M	M	M	M
1. A	1. A	1. A	1. S	1. S	1. S	1. L	1. LT
2. A	2. A	2. A	2. A	2. T	2. T	2. S	2. LO
3. A/L	3. A	3. A	3. A	3. A	3. A	3. A	3. A
4. A	4. A	4. A	4. A/W	4. A/L	4. A/L	4. A/L	4. A/L
5. A	5. A	5. A	5. A	5. T	5. LT	5. A/R	5. A/R
6. A/P	6. A/W	6. A/P	6. A/R	6. T	6. T	6. O/D	6. A/R
7. A/W	7. A/W	7. A/L	7. A/W	7. A/W	7. A/L	7. A/L	7. A/W
8. A/W	8. A/L	8. A/S	8. A/S	8. A/L	8. A/L	8. A/L	8. A/R
9. A/L	9. A/L	9. A/L	9. A/L	9. A/L	9. A/L	9. A/L	9. A/L

M

1. S
2. A
3. A/R
4. A/W
5. A
6. A/R
7. A/L
8. A/L
9. D

F

1. D
2. A
3. O
4. O/A
5. A/W
6. A/L
7. A/W
8. A/W
9. A/L

M

1. S
2. A/W
3. A/D
4. A
5. A/R
6. A/L
7. A/W
8. A/W
9. A/L

M

1. L
2. A
3. A/D
4. A/W
5. A/R
6. A/W
7. A/R
8. A/R
9. A/L

M

1. L
2. A
3. A
4. A/W
5. A/S
6. A/W
7. A/R
8. A/R
9. A/L

M

1. L
2. A/L
3. A/L
4. A/R
5. A/R
6. A/R
7. A/R
8. A/R
9. A/L

M

1. L
2. T
3. A
4. A/W
5. A/R
6. A/O
7. A/L
8. A/R
9. A/L

M

1. S
2. T
3. O
4. O
5. A/S
6. A/TT
7. A/L
8. T
9. A/L

M

1. A
2. A
3. O
4. A
5. A/W
6. A/TT
7. A/L
8. T
9. A/S

1. '11.05 (Translation on blackboard)
2. '11.10 (Translation on paper)
3. '11.15 Translation on blackboard)
4. '11.20 (Translation on blackboard)
5. '11.25 (Oral translation)
6. '11.30 (Oral translation)
7. '11.35 (Oral translation)
8. '11.40 (Oral translation)
9. '11.45 (Discussion)

Note: A =At task

S =Scribbling something on paper

L =Looking and Listening to T/S

LT =Looking Through Book

LO =Looking out of window

A/L =At task and listening

A/W =At task and writing

T =Talking

A/R =At task and reading

O/A =Looks out of class but is able to answer when asked

A/S =At task speaking

A/TT =At task talking to teacher

O/D = Off task and day dreaming

M=Male

F=Female

APPENDIX N

BLACKBOARD

Observation Transcript of Subject E  
Observation Technique Used :At task

## APPENDIX O

### Example of Pre-observation Conference

OBR.: First of all I would like to thank you for participating in my research. I don't know whether you have an idea about what I am doing here and why I would like to observe some teachers, so let me first explain .

OBE.: I have heard that you are around but do not exactly know what you are doing.

OBR.: I'm doing my MA at Bilkent University which of course includes writing a thesis. My thesis topic is about using observations in order to enhance teacher development. Nevertheless, I aim to observe teachers who haven't yet experienced any classroom observation, which means that nobody has observed their in-class instruction since they started teaching. There are three phases we'll go through together

I asked the administration to observe teachers who will fit into this category. The administration gave me some names and I chose five teachers randomly, of which one was you. However, you did not have to accept to be observed, so once again thank you for helping me to conduct my research.

OBE.: It's my pleasure. I'm glad that I can help you.

OBR.: My purpose in doing this research is to conduct various classroom observation techniques which particularly focus on the observed teachers', whom I call 'observees', classroom performance and get their opinions and expectations about the applied approach.

OBE.: Yes, I see.

OBR.: I'm going to observe you but my aim is not to evaluate or assess you, which means focusing on how you teach. I'll just try to note down what you do in class. So, the transcript I'll prepare while you are teaching will just reflect what you actually did. Like a mirror, you see?

OBE.: Yes.

OBR.: You won't get a grade or you won't be told what was wrong or right in your teaching. I myself have just a teaching experience of three years, two years at YADIM and one year at a private school. I mean, I am neither very experienced nor do I see myself to have the right to decide on what was wrong or right in your instruction. I just aim to demonstrate that an appropriately chosen observation process can enhance teachers' development in terms of specific classroom performance.

OBE.: That sounds interesting. To be honest. I have to say that at the beginning I did not like the idea of being observed because I had a very bad observation experience as a student teacher when we of course were given grades. They looked at everything



we did and I felt very much uncomfortable and was afraid that I won't pass. It was really horrible. The teacher who observed me was too strict and wanted me to do everything perfectly. There was a regulation for everything, it was a very bad experience.

OBR.: Oh, sorry for that. My aim in observing is different. I hope to replace some evaluations by descriptions and analysis of what is observed.

As I told you, I will act like a mirror and later we'll have the chance to look in the mirror together and explore your teaching. This means that nobody is superior and we both have the same right to comment on your teaching, make suggestions, reject ideas and so forth. We are equal, there is no one who knows better than the other, ok?

OBE.: Yes, so you will just show me what I did and later we'll discuss it.

OBR.: Yes, that's all about it. But I can't observe everything in one hour. Therefore, I want you to choose one technique out of these five techniques which I decided to use in this research. (shows observation techniques given in Appendix A).

Here, we have a technique which is called Movement Patterns and seeks to note down the movements the teacher or the students make during class instruction. Look, here for example (shows Appendix A, Figure 7.5.) you can see how the teacher and the students walked from one place to another in the class.

Another technique is this one (shows 'Verbal Flow'). This is a technique for recording who is talking to whom in class, I mean the verbal flow which occurs between the teacher and the students or among the students themselves (shows Appendix A; Figure 7.3) Whether the students or the teacher ask questions or response is indicated by the help of the arrows which at the same time show the direction of the verbal flow that occurs.

The third technique, you may choose is At Task (shows Appendix A; Figure 7.1). This technique is used to see how many students were engaged in each category of behavior. As you see here, (shows Figure 7.2), there are different behavior categories which I will focus on when observing the students like 'talking' or 'playing' which indicate that the students are not at-task, which means they are not involved in the lesson.

Another technique is 'Selective Verbatim'. This is a technique for recording events in the classroom. The observer makes a written record of exactly what is said, for example here (shows Appendix A; Figure 6.1). Everything the teacher says is written down. In this technique you have to choose only one focus. Let's say you want me to observe how you give feedback, give directions or ask questions.

And the last one is called 'Anecdotal Records'. Here, is no focus on a specific classroom performance but instead brief notes of all events as they occur in the classroom are taken, so if you can't make up your mind on what you want to be observed in particular, this technique will be appropriate, because at least you will then have general data to reflect on.

OBE.: All look interesting in fact.

OBR.: Is there anything which you want me to elaborate on or are all techniques clear?

OBE.: No, thanks, it's clear but, I think I choose this (Obe. points at Selective Verbatim).

OBR.: Ok., what in particular is it you want to be observed on then?

OBE.: My questions, I mean how I ask questions.

OBR.: Ok. Then, when would you like to be observed this week?

OBE.: I would prefer a morning lesson because students are more willing to learn. Let's see (looks at teaching schedule). What about tomorrow morning the third class hour, that's 11 o'clock.

OBR.: Yes, that's fine with me. I will come and pick you up then, ok.? So, that we can go together to class.

OBE.: Yes, ok. See you then tomorrow.

Note: OBR. = Observer  
OBE. = Observee

## APPENDIX P

### Example of Post-observation Conference

OBR.: This is the post-observation phase of the observation process. What we'll do today is to reflect together on what you have done while I was observing you.

During this phase I again will make use of 'contrasting conversations' as this whole observation approach is build on these conversations which occur between observer and observee. I said again, because I tried to use contrasting conversations also in the pre-observation conference we had but did not tell you on purpose.

You look a bit confused, so let me first tell you what 'contrasting conversations' are. In brief, it can be said that the ultimate aim of such conversations is to give the observee more control over her teaching and more than this make observees able to generate alternatives by examining his or her own classroom teaching.

OBE.: What do you mean by 'generating alternatives'?

OBR.: I mean that we'll together try to interpret the transcript and figure out how your teaching was. After having decided on how the instruction was, we'll decide together on how your way of teaching could become different.

OBE.: I see.

OBR.: So, here is the transcript I prepared while you were teaching. As decided beforehand I observed only your questions. So, as you can see (showing Appendix J) these were the questions you asked throughout the lesson.

OBE.: (observee looks at transcript for three minutes)  
I mainly ask questions with 'Do you...?', don't I?

OBR.: If you want, we may count how many times you have used questions starting with 'Do you...?'

OBE.: Yes, that's a good idea. (counts the questions). Nine, there are nine.

OBR.: Out of how many?

OBE.: Out of 42 as you noted. So, I maybe did not ask as many as I seemed to at the beginning.

OBR.: Let me explain how I noted down your questions. Look, the sentences which are written one after another indicate that you asked these one after another. Whereas the separate sentences indicate that there was time in between.

OBE.: (looks at transcript for two minutes).  
Do you mean that I ask too many questions one after another?

OBR.: No, I just explained how I prepared the transcript.

My aim is to jointly compare similarities and differences between your teaching practices and beliefs and my teaching because this will reveal multiple interpretations of the things we discover in your teaching. I mean something which we can identify in your teaching could provide me insights into my own teaching as well as yours.

I can't tell you 'you might do this' because we won't have a contrasting conversation if I would, but I can say 'tomorrow do this and compare it with what you did'.

Let's say you did something very exciting, we then have to think about how to make it less exciting without judging whether excitement is 'good' or 'bad' for the students.

OBE.: I see, this sounds interesting. (looks at transcript one more).

But here, I remember this.(refers to sixth excerpt) . One two, three, four, five. I ask five questions one after another. It now looks like a bombardment of questions to students but I really did not notice my asking that many questions. Interesting, really interesting.

OBR.: Maybe my students know the answer but can not answer because of my continuously asking questions. They may get confused.

OBR.: Yes, it maybe.

OBE.: Or it is just that when they are about answering, I ask another question so that they lose the interest in responding.

Shall I then try the other way around to understand whether it is that way or not?

OBR.: What do you mean by other way around?

OBE.: I mean, maybe I should teach differently. Give them more time to respond.

OBR.: Yes, you could try it that way. Be not afraid of silence and wait until they respond, no matter how long it will take. Try it and see whether it would work that way, I mean whether you will get more responses this time.

OBE.: Yes, seems logical. I will try to do this the next lesson I teach in that class then.

I wonder what will happen.

Note: OBR. = Observer

OBE. = Observee